

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
Committee on Graduate Studies

November 21st, 2025

12:30–2:30 PM

Zoom meeting: <https://jjay-cuny.zoom.us/j/83837986089?pwd=led7khjkdhoBazdWluxi9txg9oXC6o.1>

Meeting ID: 838 3798 6089; Passcode: 303006

- 1. *Announcements*** – Dean Sidman, Dean Stellini, Chief Librarian Ellen Sexton
- 2. *Approval of Minutes of October 17, 2025***
- 3. *Old Business***
 - 1. Graduate Faculty Approvals**
 - i. FOS-MS**
 1. Liana Albano
 2. Damon Borg
 3. Jennifer Dorry
 4. Alejandro Ocampo
 5. Sannia Tauqeer
 - ii. CRJ-MA**
 1. Alessandra Early
 2. Meriem Rebbani
- 4. *New Business***
 - 1. Report on the Gardener Institute on Graduate Student Experience** – Dean Sidman
 - 2. *Programs***
 - i. Revision of the ICJ-MA
 - ii. Revision of the Forensic Psychology BA-MA Program
 - iii. Revision of the Forensic Psychology BA Leading to the Forensic Mental Health Counseling MA – Accelerated Dual Admission Program (ADAP)
 - iv. Zero-enrolled Program Discontinuance – Postgraduate Cert in Forensic Psychology, Advanced Certificate
- 5. *Courses***
 1. ICJ 7YY (723) Digital Technologies and Wildlife Crime
 2. Proposal to Move SFEM Courses to New Departments
- 6. *Academic Standards***
 1. Revision of the Academic Integrity Policy
- 7. *Program Announcements***

John Jay College of Criminal Justice
City University of New York
Committee on Graduate Studies

Minutes of October 17, 2025

The Committee on Graduate Studies held a remote meeting October 17, 2025, at 12:30 P.M., on Zoom. Dean Andrew Sidman called the meeting to order.

Voting Members Present: Jana Arsovska, Marta Concheiro-Guisan, Kendra Doychak, Shweta Jain, Simone Martin-Howard, Susan Pickman, Chitra Raghavan, David Shapiro, Andrew Sidman, Dominic Stellini, Lucia Velotti, Rebecca Weiss, Valerie West

Voting Members Absent: Susan Kang, Paul Kearns, Daniel Matos, Ian Seda Irizarry, Ellen Sexton

Non-voting Attendees Present: Cat Alves, Maggie Arismendi, Rosemary Barberet, Alexander Bolesta, Karina Castro-Gonzalez, Melissa Dolan, Kathy Killoran, Shavonne McKiever, Patrizia Pelgrift, Dyanna Pooley, Elaine Thompson, Bryce Tolbert, Sergio Villavicencio, Charlotte Walker-Said

I. Dean's Announcements—Dean Andrew Sidman

Dean Sidman announced that January 20th is the tentative date for the new graduate student orientation and that a calendar invitation will be forthcoming. He also reported on the new Academic Freedom event series. The first event was held on Zoom the previous week, and two additional events are scheduled for November 18 and December 3 in L.63 during community hour, with refreshments provided. The November event will address "Contentious Issues on Campus," moderated by Professor Avi Bornstein (Anthropology), and the December event will focus on "Authoritarianism in the Academy," moderated by Professor Carla Mundim (Political Science). Faculty were encouraged to attend and to share the invitations with students so that the events can foster broader campus dialogue about challenges facing higher education and John Jay in particular.

Dean of Students Dominic Stellini then provided a Student Affairs update. He announced that Maketa Jordan has left John Jay for a position at BMCC and that Electra Gupton will be returning as the new CSIL director effective January 5th, with Dean Stellini serving as acting director in the interim. He highlighted upcoming Halloween activities: the CSIL Halloween

1 fashion show will be held Wednesday, October 29, from 1:00-3:00 P.M. in Hound Square with
2 costumes, candy apples, popcorn, and more. On October 30th, the Child Care Center will host
3 its Halloween event, during which children will visit offices for healthy treats.

4
5 Dean Sidman also drew attention to a new Registrar's Office form that allows extensions of
6 incomplete grades that turn into a FIN, beyond one semester in cases of extenuating
7 circumstances outside of the student's control. The form will be available on Jay Express and is
8 especially relevant to programs such as Forensic Mental Health Counseling where externships
9 sometimes extend beyond one semester. Faculty should submit the form when it is clear that
10 an incomplete will need to persist beyond the next term.

11 12 **II. Approval of the minutes of September 5th, 2025**

13
14 There was no discussion.

15
16 **A motion was made and seconded to approve the minutes of September 5th, 2025. The**
17 **minutes were approved unanimously with 11 votes in favor.**

18 19 **III. Old Business—None**

20 21 **IV. Other Business**

22 23 1. Update from Graduate Admissions – Elaine Thompson

24
25 Dean Sidman welcomed Elaine Thompson, Director of Graduate Admissions, noting that she will
26 now be a regular attendee at CGS meetings. Director Thompson provided an update on John
27 Jay's transition to the CUNY-wide Slate admissions platform. Graduate and undergraduate
28 admissions staff are currently configuring Slate with CUNY. Graduate Faculty reviewers'
29 permissions will be tied to their existing CUNYfirst roles. Going forward, program directors will
30 still identify faculty reviewers, but additions and changes will need to be processed through
31 CUNY rather than through Director Thompson directly, which may lengthen turnaround time.

32
33 Director Thompson explained that Slate is not yet fully operational. To avoid exposing faculty to
34 a half-finished system, faculty will not use Slate *per se* for the Spring 2026 admissions cycle.
35 Instead, admissions staff will create PDF packets of applications and send them to programs for
36 review, replicating the previous year's quasi-manual practice in which faculty indicate decisions
37 based on those PDF applications. The admissions office will coordinate with CUNY to ensure

1 that by the Fall 2026 admissions cycle, faculty can use the full and complete Slate Reader for
2 the admissions process.

3
4 Director Thompson then demonstrated Slate Reader, describing how applications will move
5 through a series of review steps before returning to Admissions for final decision processing
6 and letter generation. Programs can customize how many internal review stages they want, and
7 faculty will be able to annotate applications, view summary information (such as sending
8 institution and overall GPA), access transcripts, and read recommendation letters in the new
9 format. Waitlisted, admitted, denied, and “soft denial” cases (where an applicant is denied
10 entry into a master’s program and instead offered a spot in a related advanced certificate) will
11 each be tracked in separate bins. Director Thompson noted that she is rebuilding approximately
12 twenty-five decision letters within Slate after discovering that CUNY had not migrated existing
13 templates, and that all students admitted in the current cycle are being copied into Slate for
14 continuity.

15
16 Director Thompson also reported that John Jay has been a leader within CUNY in implementing
17 Slate. John Jay was the first campus to open its new Slate-based application on September 9th,
18 following a short delay requested by CUNY. Anticipating potential delays, her office had
19 reopened the old application in August to avoid any gap in availability and manually entered
20 those early applications and recommendations into Slate. As of mid-September, despite
21 beginning the new process about twenty days late, the graduate application volume was only
22 about ten students behind the prior year’s pace. Faculty training on Slate will occur in February
23 so that all reviewers will be ready to use the system for the Fall 2026 admissions cycle.

24 25 2. Math Science Resource Center Conversation – Karina Castro-Gonzalez

26
27 Dean Sidman introduced Bryce Tolbert, Director of Academic Support and Learning
28 Technologies, and Karina Castro-Gonzalez, Manager of the Math & Science Resource Center
29 (MSRC). Director Tolbert explained that the MSRC currently employs 20-30 tutors and focuses
30 on quantitative- and research methods-based courses through one-on-one tutoring,
31 workshops, exam reviews, and occasional after-hours sessions designed to accommodate non-
32 traditional schedules. He mentioned that the college subscribes to Tutor.com, which provides
33 24/7, one-on-one virtual tutoring and already supports some upper-level courses.

34
35 Castro-Gonzalez said that in terms of statistics, the MSRC currently supports STA 250 and MAT
36 108 and is open to extending support to additional courses, including graduate-level statistics
37 and research methods, provided there is clear communication about course content and

1 expectations. She emphasized that tutors are hired for specific courses they themselves have
2 taken and are familiar with, and that expanding services for graduate students will require
3 collaboration with programs, including the sharing of syllabi, learning outcomes, and existing
4 resources. She invited program directors to articulate where students struggle most so that the
5 center can design appropriate workshops and tutoring.

6
7 Professor Marta Concheiro-Guisan noted that many students arrive in the Forensic Science
8 master's program without having taken Calculus II as an undergrad, leading to struggles at the
9 graduate level. Professor Valerie West reported that, even having taken STA 250, many
10 students still require substantial support once they reach graduate statistics and methods
11 courses. Professor West also described students as having more fundamental issues using
12 computers, such as not knowing where downloaded files have gone or how to properly attach
13 documents to emails. Dean Sidman encouraged program directors to send relevant syllabi to
14 Director Tolbert and Castro-Gonzalez along with explanations on what knowledge gaps exist in
15 the graduate student population so that the MSRC can develop a plan to address these gaps.

16
17 3. Discussion of Internal Transfer from one Master's Program to Another – Dean
18 Sidman & Shavonne McKiever
19

20 Dean Sidman introduced this issue which deals with the treatment of credits when students
21 transfer between graduate programs or pursue a second graduate degree. He distinguished
22 these scenarios from dual-degree (BA/MA) situations, which are already governed by a policy
23 that allows students to count their graduate-level coursework fully, if they leave the program
24 after the bachelor's portion and then later re-enroll in the same master's degree.

25
26 Dean Sidman outlined one strict approach: apply the existing graduate transfer-credit policy,
27 which limits the number of transfer credits to 12, to all such internal cases. Under this model,
28 only 12 credits from a previous program could be counted toward the new degree, regardless
29 of how many overlapping courses a student had completed. Another approach would treat
30 internal coursework differently, potentially allowing all credits to apply. However, this raised
31 concerns about fairness in situations where students have taken a large number of courses that
32 overlap with the new program, and they graduate from the new program having taken very few
33 new courses. Dean Kathy Killoran suggested a compromise, where all related courses can
34 transfer in, but the students are still bound by the 50% residency requirements we enforce on
35 all other programs like undergraduate majors, minors, and certificate programs, thus preserving
36 the integrity of the second degree.

Faculty shared specific examples. In Forensic Psychology (a 40-credit program) and Forensic Mental Health Counseling (a 60-credit program), there is substantial overlap. A student switching from Forensic Psychology to FMHC can potentially have all credits shifted over. If a student graduates from Forensic Psychology and wants to return for FMHC, current practice allows up to 30 credits from the first program to count toward the second (which meets the 50% threshold). There was a discussion about how to generally allocate course equivalencies in a student's original program into their new program in a way that validates their hard work without bending equivalency rules too much. More discussion will be necessary before creating an official policy.

V. New Business

1. Postponing of Agenda Items 5. FEPAC Self-Study for FOS and 6. Approval of Graduate Faculty

After confirming that quorum had been lost, Dean Sidman moved that the two remaining agenda items 5 and 6 be taken up at the next month's CGS meeting. Because the body no longer had quorum, this could not be recorded as an official vote. Instead, Dean Sidman directed that it be logged as an expression of preference by the remaining members that Items 5 and 6 be deferred to a following meeting and treated as "old business" at that time.

An unofficial vote was held to postpone agenda items 5 and 6 until next month due to loss of quorum. The unofficial vote was unanimous with 9 votes in favor.

VI. Program Announcements

Professor Valerie West announced that John Jay has finalized a contract with the New York State Division of Criminal Justice Services (DCJS) to offer the Advanced Certificate in Crime Analysis and Prevention to a group of DCJS officers starting in the spring. She emphasized the importance of this partnership for both the college and the program and thanked numerous administrative units for their work in bringing the agreement to fruition, especially Shavonne McKiever and the Registrar's Office, as well as Elaine Thompson and the Graduate Admissions Office.

Professor Rosemary Barberet then announced an upcoming Researcher Well-Being workshop scheduled for November 20th from 10:00 A.M. to 1:00 P.M. in the Sociology department. A colleague from the United Kingdom will lead the session, which is designed for faculty, staff,

1 and graduate students conducting emotionally sensitive or challenging research. Lunch will be
2 provided.

3

4 The meeting concluded at 1:55 P.M.

5

6 Submitted by,

7 Alexander Bolesta, scribe

Liana Albano

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Brooklyn, NY 11211

(917) 806-6806

liana.albano@jjay.cuny.edu

Education

2021 to 2023	M.S. Forensic Science John Jay College of Criminal Justice, New York, NY
2017 to 2021	B.S. Forensic Science John Jay College of Criminal Justice, New York, NY
2013 to 2017	Regents Diploma with Advanced Designation, The Mary Louis Academy, Jamaica, NY

Honors

Dean's List, John Jay College of Criminal Justice, Spring 2021

Dean's List, John Jay College of Criminal Justice, Fall 2020

Dean's List, John Jay College of Criminal Justice, Spring 2020

John Jay Forensic Science and Computer Science Scholarship, John Jay College of Criminal Justice, Fall 2019

Dean's List, John Jay College of Criminal Justice, Spring 2018

New York State Science Honor Society, The Mary Louis Academy, 2017

Women in Science Certificate of Recognition, St. John's University, 2017

National Honor Society, The Mary Louis Academy, 2016

Mother Cabrini Honor Society for Italian, The Mary Louis Academy, 2015

Experience

Adjunct Laboratory Instructor, John Jay College of Criminal Justice, Fall 2024 to present

Adjunct Lecturer, John Jay College of Criminal Justice, Fall 2023 to present

Adjunct College Laboratory Technician, John Jay College of Criminal Justice, Fall 2021 to Fall 2024

Program for Research Initiatives in Math and Science (PRISM), John Jay College of Criminal Justice, Fall 2019 to Spring 2021

Scientific Presentations

Poster: “Analysis of Polymer Coated Bullets Using Spectroscopic Methods”, 2021 Online

Forensic Symposium on Current Trends in Forensic Trace Analysis, July 28, 2021.

Poster: “Analysis of Polymer Coated Bullets Using Spectroscopic Methods”, National Forensic Science Week – FTCoE Student Research Poster Session. U.S. Department of Justice, National Institute of Justice, Office of Investigative and Forensic Sciences, September 14, 2021.

Poster: “Analysis of Polymer Coated Bullets Using Spectroscopic Methods”, 2021 NEAFS Conference, November 3, 2021.

Poster: “Analysis of Polymer Coated Bullets Using Spectroscopic Methods”, 2023 AAFS Conference, February 18, 2023.

Poster: “Analysis of Polymer Coated Bullets Using Spectroscopic Methods”, 2023 Research and Creativity Expo, April 28, 2023.

Conferences and Seminars Attended

74th Annual AAFS Scientific Conference, February 21-25, 2022

Forensic Genetic Genealogy Educational Webinar Series, April 13, 2022

Age Estimation from the Pubic Symphysis: Back to Basics Webinar, January 11, 2023

75th Annual AAFS Scientific Conference, February 13-18, 2023

The NJ Association of Forensic Scientists (NJAFS): “The Boy in the Box” Webinar, March 1, 2023

John Jay College Forensic Science Graduate Seminar on Research across the US: “Forensic

Examination of Signatures: From Brain to Paper” February 13, 2024

50th Annual NEAFS Conference, October 21-25, 2024

Certifications

Certificate of Fitness: Supervising Non-Production Chemical Laboratories, NYC Fire Department

Damon A. Borg, Ph.D. F-ABFT
3 Alister Circle
East Northport, NY 11731
516-567-2006
damon.borg@gmail.com

Education:

St. John's University College of Pharmacy and Allied Health Professions, Queens, NY 11439
Ph.D. Pharmaceutical Sciences – Toxicology. Graduated September 2009.

John Jay College of Criminal Justice, New York, NY 10019
B.S. Forensic Science – Toxicology. Graduated Summa Cum Laude August 2005.

Professional Boards and Licenses:

Fellow of the American Board of Forensic Toxicology (#289)

Certificate of Qualification – Laboratory Director – Clinical Toxicology; Forensic Toxicology; Therapeutic Substances Monitoring and Quantitative Toxicology, New York State Department of Health (2012-Present)

Current Employment:

February 2025 – Present
New York City Office of Chief Medical Examiner
Assistant Director of Forensic Toxicology

September 2018 – Present
John Jay College of Criminal Justice, New York, NY 10019
Adjunct Associate Professor
Courses Taught: TOX 313 Environmental and Occupational Toxicology, TOX 340 Clinical Toxicology, TOX 415 Forensic Pharmacology, TOX 416 Analytical Toxicology, TOX 425 Techniques of Analytical Toxicology, TOX 426 Analytical and Quantitative Toxicology, TOX 380 Current Issues in Toxicology

February 2016 – Present
Forensic Toxicology Consultants, East Northport, NY 11731
Chief Toxicologist
Performs toxicology case reviews and provides interpretation of results. Serves as an expert witness. Experienced in depositions and court testimony.

March 2009 – February 2025
Navis Clinical Laboratories, Huntington, NY 11743
Chief Scientific Officer/Scientific Director
Oversees all quality assurance, regulatory, and scientific affairs related to toxicological analysis of human urine, blood, oral fluid and hair specimens for the purpose of medico-legal investigations, workplace drug testing, and court mandated drug testing (probation/parole, child-custody investigations)

January 2014 – 2017; January 2020- 2021
St. John's University College of Pharmacy and Allied Health Professions, Queens, NY 11439
Adjunct Associate Professor
Courses Taught: TOX 207 - Advances in Forensic Toxicology, TOX 209 - Analytical Methods in Toxicology

Publications & Presentations:

Shin, S., Borg, D., Stripp, R. 2020. Developing and Validating a Fast and Accurate Method to Quantify 18 Antidepressants in Oral Fluid Samples Using SPE and LC-MS-MS. *J Analytical Toxicology*. 2020 doi: 10.1093/jat/bkz117

Sud, P., Gordon, M., Tortora, L., Stripp, M., Borg, D., Berman, A. 2018. Retrospective Chart Review of Synthetic Cannabinoid Intoxication with Toxicologic Analysis. *West J Emerg Med*. doi: 10.5811/westjem.2017.12.36968

Borg, D., Kolb, E., Lantigus, C., Stripp, R. 2017. Chiral analysis of methamphetamine in oral fluid samples: A method to distinguish licit from illicit drug use. *J Analytical Toxicology*. 2017 1-8 doi: 10.1093/jat/bkx079

Stripp, R., Shaparin, N., Mehta, N., Kunkle, F., Kolb, E., Borg, D. 2017. A novel chronic opioid monitoring tool to assess prescription drug steady state levels in oral fluid. *Pain Medicine* Nov 1;18(11):2162-2169 doi: 10.1093/pm/pnw335

Borg, D., Tverdovsky, A., Stripp, R. 2016. A fast and comprehensive analysis of 32 synthetic cannabinoids using Agilent triple quadrupole LC/MSMS. *J Analytical Toxicology*. 2017 Jan;41(1):6-16. doi: 10.1093/jat/bkw104

Kunkle, F., Borg D., Fey, L., Stripp, R. 2015. Assessment of the use of oral fluid as a matrix for drug monitoring in patients undergoing treatment for opioid addiction. *J Opioid Management*. 11: 435-442.

Sarris, G., Borg D., Liao, S., Stripp, R. 2014. Validation of an EMIT screening method to detect 6-Acetylmorphine in oral fluid. *J Analytical Toxicology*. 38: 605-609.

Borg, D.A. and Trombetta, L.D. 2010. Toxicity and bioaccumulation of the booster biocide copper pyrrithione, copper 2-pyridinethiol-1-oxide, in gill tissues of *Salvelinus fontinalis* (brook trout). *Toxicol Ind Health*. 26: 139-150.

TIAFT Meetings

Chiral analysis of methamphetamine in hair samples.

Annual Meeting of The International Association of Forensic Toxicologists. February 2022. Virtual.

SOFT Meetings

Chiral analysis of methamphetamine in oral fluid samples: A method to distinguish licit from illicit drug use.

Annual Society of Forensic Toxicology Meeting October 2016. Dallas, TX.

A fast and comprehensive analysis of 32 synthetic cannabinoids urine agilent triple quadrupole LC/MSMS.

Annual Society of Forensic Toxicology Meeting October 2015. Atlanta, GA.

SOT Meetings

Toxicity and bioaccumulation of the marine biocide copper pyrrithione in gill tissues of *Salvelinus fontinalis* (Brook Trout). Annual Society of Toxicology Meeting. March 2009. Baltimore, MD.

Marine biocide copper pyrrithione alters gill morphology and increases oxidative stress in juvenile Brook Trout, *Salvelinus fontinalis*. Annual Society of Toxicology Meeting. March 2008. Seattle, WA.

The toxic effects of marine biocide copper pyrrithione on juvenile Brook Trout, *Salvelinus fontinalis*. Annual Society of Toxicology Meeting. March 2007. Charlotte, NC.

Guest Lecturer

John Jay College of Criminal Justice:

Applications in Clinical and Forensic Toxicology (Spring 2012)

Theory of Mass Spectrometry (Spring 2012)

Methods of Sample Preparation in Toxicological Analysis (Spring 2011)

Theory of Analytical Separations – GC and LC (Spring 2011)

St. John's University:

Specimen Types in Forensic Toxicology (Spring 2012)

Postmortem Redistribution of Drugs (Spring 2012)

Sample Preparation Techniques in the Toxicology Laboratory (Spring 2012)

Theory of Chromatography, Theory of Mass Spectrometry (Spring 2012)

Pharmacology of Opiates (Spring 2011)

Pharmacology of Benzodiazepines (Spring 2011)

Laboratory Methods in Clinical Toxicology (Spring 2011)

Extraction Techniques in Toxicological Analysis (Fall 2010)

Gas chromatography – Mass Spectrometry, Liquid Chromatography- Mass Spectrometry (Fall 2010)

Pharmacology of Ethyl Alcohol (Spring 2010)

Pharmacology of Benzodiazepines and other Sedative/Hypnotics (Spring 2010)

JENNIFER L. DORRY née Newton
jenniferdorry@gmail.com

EXPERIENCE:

NEW YORK CITY OFFICE OF CHIEF MEDICAL EXAMINER

Criminalist IV, Department of Forensic Biology May 2018 to present

- Examine and supervise examination of evidence from criminal cases for the presence of DNA and biological fluids
- Write scientific reports memorializing results of DNA analysis and interpretations
- Technically review positive and negative case files and reports generated by other analysts within the laboratory
- Provide expert witness testimony as needed
- Train newly hired analysts and promoted analysts, as well as giving STRmix™ training lectures
- Supervise lower-level criminalists

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

August 2021 to present

New York, New York

Adjunct Instructor, Department of Science

- Supervise and instruct students during weekly laboratory sessions in advanced undergraduate and graduate science course

NEW YORK CITY OFFICE OF CHIEF MEDICAL EXAMINER

Criminalist III, Department of Forensic Biology June 2016 to May 2018

- Examined evidence from criminal cases for the presence of DNA and biological fluids
- Wrote scientific reports memorializing results of DNA analysis and interpretations
- Technically reviewed positive and negative case files and reports generated by other analysts within the laboratory
- Provided expert witness testimony as needed

NEW YORK CITY OFFICE OF CHIEF MEDICAL EXAMINER

Criminalist II, Department of Forensic Biology January 2015 to June 2016

- Examined evidence from criminal cases for the presence of DNA and biological fluids
- Wrote scientific reports memorializing results of DNA analysis and interpretations
- Technically reviewed negative case files generated by other analysts within the laboratory
- Provided expert witness testimony as needed

SAN FRANCISCO POLICE DEPARTMENT CRIMINALISTICS LABORATORY

Criminalist II, Department of Forensic Biology August 2011 to December 2014

- Examined evidence from criminal cases for the presence of DNA and biological fluids

- Memorialized results of DNA analysis and interpretations in scientific reports
- Performed reviews of data generated by other analysts within the laboratory

NEW YORK CITY OFFICE OF CHIEF MEDICAL EXAMINER

Criminalist IB, Department of Forensic Biology January 2008 to July 2011

- Examined evidence from criminal cases
- Performed appropriate physical, instrumental, and quantitative analyses on biological forensic evidence

JOHN JAY COLLEGE OF CRIMINAL JUSTICE January 2006 to May 2011

New York, New York

Adjunct Laboratory Technician, Department of Science

- Prepared and supervised weekly laboratory exercises for students in advanced undergraduate and graduate level science courses

EDUCATION:

Pace University, New York, NY, M.S.- Forensic Science, May 2021

John Jay College of Criminal Justice, New York, NY, B.S.- Forensic Science, May 2007

Graduate coursework in science education

Professional coursework and training in population genetics and statistics

MISCELLANEOUS:

Academic Excellence award from Pace University for graduate program, 2021

FDNY C-14 for supervision of chemical laboratories

Qualified as expert witness in Manhattan, Queens, Kings, Richmond, and Bronx Counties, as well as US Federal Court

Seminars, workshops, conferences, and courses related to continuing education in the field of forensic science (list available upon request)

Young Forensic Scientists Forum, Special Session Co-Chair, AAFS, 2013

AAFS Member, 2012 to present

Alejandro Ocampo

646-258-3673 • Queens, New York 11106 • Aocampo1989@gmail.com • www.linkedin.com/in/aocampo1989

Criminalist II at the NYC Office of Chief Medical Examiner Forensic Biology Department. I apply forensic molecular biology techniques to matters of criminal law. I am a forensic science postgraduate with analytical instrumentation, chromatographic separations, and DNA analysis experience.

Education

- 2023 M.S. Forensic Science- Molecular Biology Concentration
John Jay College of Criminal Justice, City University of New York, New York, NY 10019
- 2020 B.S. Forensic Science- Toxicology and Criminalistics Concentrations
John Jay College of Criminal Justice, City University of New York, New York, NY 10019
Activities: Undergraduate Researcher at the Program for Research Initiatives in Science and Math (PRISM)
Honors/Awards
- 2020 PRISM Outstanding Undergraduate Researcher
 - 2018-2020 Dean's List

Research Experience

Forensic Analytical Toxicology and Molecular Biology 2022-2023
Mentor: Dr. Marta Concheiro-Guisan
John Jay College of Criminal Justice, City University of New York
Master's Thesis

Investigation into the utility of the submaxillary gland androgen-regulated protein 3B (SMR3B) as a normalizing factor in oral fluid.

- Investigated the potential of two signature peptides from the submaxillary gland androgen-regulated protein 3B (SMR3B) as normalization factors in oral fluid. SMR3B protein from human donor oral fluid samples was digested in trypsin and the signature peptides SMR3B-1 and 2 were determined by liquid chromatography tandem mass spectrometry (LC-MSMS). The method was applied to 107 samples from 18 authentic oral fluid donors.

Forensic Analytical Toxicology 2019-2020
Mentor: Dr. Marta Concheiro-Guisan
John Jay College of Criminal Justice, City University of New York
PRISM Undergraduate Research

Assessment of biological matrices for the detection of in utero cannabis exposure.

- Developed a novel method for the detection and quantification of Δ^9 -tetrahydrocannabinol (THC) and seven of its metabolites, including phase I and phase II metabolites, in the biological matrix of placental tissue.

Additional Expertise

Technical Skills	Capillary Electrophoresis Gel Electrophoresis DNA Analysis STR Typing Solid-phase Extraction DNA Purification Liquid-Chromatography Tandem Mass Spectrometry Ultraviolet-Visible Spectroscopy Infrared Spectroscopy Gas Chromatography Mass Spectrometry High-Performance Liquid Chromatography Microscopy Evidence Identification and Handling
Languages	English and Spanish – Native proficiency

Professional Experience

John Jay College of Criminal Justice- *New York, NY*
Adjunct Lecturer- Science Department

08/2024-Present

- Provide laboratory instruction in forensic trace evidence analysis through microscopy, photography, and serology techniques.

NYC Office of Chief Medical Examiner- *New York, NY*
Criminalist II

01/2024-Present

- Examination and DNA analysis of forensic evidence.
- Provide courts with expert testimony of forensic analyses findings.

Allied Universal Security Services- *New York, NY*
Security Officer

02/2014-03/2020

- Managed employee and guest credentials for the secured corporate workspace to prevent unauthorized access.
- Secured premises and personnel by patrolling property, monitoring surveillance equipment, and inspecting buildings, equipment, and access points.
- Maintained positive relations with the client as a representative of Allied Universal through professional customer service.

Transportation Security Administration U.S. Department of Homeland Security- *Queens, NY*
Supervisory Transportation Security Officer

05/2009 –10/2013

- Supervised employees in conducting pre-board airport security screening of persons, carry-on, and checked baggage.
- Developed objective-based team building strategies for scheduling and rotation of personnel to carry out different tasks in various airport security checkpoint settings.
- Mentored employees and facilitated their professional development for annual competency assessments.
- Generated employee evaluations of their annual performance to identify areas needing improvement.
- Participated in the development of standard operating procedures, strategic planning initiatives, and workforce planning to stay current with innovation in security equipment technology.
- Prepared and presented various types of communications such as morning briefings, checkpoint logs, reports, and documents that were germane to the counter-terrorism mission of the agency.
- Developed incident information and reports for Law Enforcement Officers and superiors.

Behavioral Detection Officer

- Screened passengers through behavioral science methods at airport screening checkpoints.
- Member of the Screening Passengers by Observation Techniques (SPOT) unit.

Transportation Security Officer

- Conducted pre-board screening of passengers, carry-on, and checked baggage.
- Maintained performance standards through successful completion of annual competency assessments.
- Volunteered to serve as a field training officer for the professional development of new-hire employees.

Peer-reviewed Publications

1. Concheiro, M., Gutierrez, F.M., **Ocampo, A.**, Lendoiro, E., Gonzalez-Colmenero, E., Concheiro-Guisan, A., Peñas-Silva, P., Macias-Cortiña, M., Cruz-Landeira, A., Lopez-Rivadulla, M., de-Castro-Rios, A. Assessment of biological matrices for the detection of in utero cannabis exposure. *Drug Test Anal.* 2021; 1-12. <https://doi.org/10.1002/dta.3034>

SANNIA K. TAUQEER

2385 Barker Ave. 3A
Bronx, NY 10467

(718)-450-5966
sanniaktauqeer@gmail.com

Education

John Jay College of Criminal Justice
New York, NY

August 2014 – December 2016

Degree: Masters in Forensic Science
Major: Forensic Molecular Biology (GPA: 3.792)

Iona College, School of Arts and Science
New Rochelle, NY

August 2009 – May 2013

Degree: Biochemistry, B.S.
Major: Biochemistry (GPA: 3.516)

Honors and Accolades

- Jerome Metzner Graduate Award for Academic Excellence in the Sciences.

December 2016

Experience

John Jay College of Criminal Justice, New York

January 2025 – Present

Adjunct Lab Instructor: Molecular Biology, Biochemistry, Advanced Forensic Molecular Biology

- Provide instruction in Molecular Biology, Biochemistry and Forensic molecular lab techniques and data analysis at undergraduate and graduate levels
- Devise lesson plans and assessments in Molecular Biology and perform evaluation of the students
- Analyze student data/ outcomes to improve course in collaboration with course coordinator

University of Maryland Global Campus

November 2024 – Present

Adjunct Associate Professor (Remote): Introduction to Criminalistics

- Deliver course material remotely in accordance with university guidelines
- Lead student discussions and promote scientific thought and inquiry
- Administered assessments and tracked student performance
- Responded to student inquiries and concerns in a timely manner

DNA Labs International, Deerfield Beach, FL

October 2022 – March 2024

DNA Analyst (Remote)

- Performed DNA analysis on complex forensic data, interpreted DNA evidence results and performed statistical calculations both manually and using STRmix software.
- Worked in specialized case teams – sexual assaults, homicides and cold cases
- Wrote reports summarizing results and conclusions and provided expert testimony in court as needed
- Performed case/client management duties and ensured that cases met deadlines and client expectations

Office of Chief Medical Examiner, New York, NY

September 2017 – October 2022

Criminalist II

- Examined items of evidence for the possible presence of bodily fluids and conducted the related laboratory testing to generate DNA profiles
- Interpreted DNA profiles and performed analyses and statistical calculations using STRmix software
- Wrote reports based on the results from DNA testing and testified to conclusions in court as needed.
- Trained new colleagues in examination and sample collection techniques utilized during evidence exam
- Performed reviews of hundreds of death certificates and entered information ensuring the appropriate transport and release of bodies to correct locations and individuals during Phase I of COVID-19 pandemic as a part of emergency response team

SANNIA K. TAUQEER

Manhattan College

June 2017 – August 2017

CSTEP Instructor: Biology and Chemistry

- Collaborated with the program director to design the summer program Biology and Chemistry curriculum
- Provided General Biology and General Chemistry instruction to freshman level students
- Tracked student progress and reported to program director

John Jay College of Criminal Justice

January 2017 – May 2017

Adjunct Lecturer: Introductory Human Biology Course

- Independently designed the curriculum for Introductory Human Biology course
- Provided instruction in the area of Human Biology
- Devised lesson plans and assessments in the area of Human Biology and performed evaluation of the students

Research Experience

John Jay College of Criminal Justice

June 2015 – December 2016

Molecular Biology

Mentor: Dr. Mechthild Prinz

- Worked on the extraction, purification, amplification and STR typing of trace amounts of touch DNA on clothing with a scope in groping and attempted sexual assault cases
- Published research in the form of Masters thesis
Tauqeer, Sannia K., “Exploration of DNA Transfer in the NYC Subway” (2016). *CUNY Academic Works*.
http://academicworks.cuny.edu/jj_etds/1

Einstein College of Medicine

June 2012 – August 2012

Jacobi Medical Center, Pathology Lab

Mentor: Dr. Maria Abadi

- Conducted a study on major factors influencing increased occurrence of chorioamnionitis in Bronx urban population
- Presented study at the summer seminar before medical students and physicians

REFERENCES AVAILABLE UPON REQUEST

Alessandra Milagros Early

524 W. 59th Street. Haaren Hall• New York, NY, 10019

Email: aearly@jjay.cuny.edu

Office: 212-237-8470

EDUCATION

Ph.D., Criminology and Criminal Justice, University of Missouri–St. Louis (August 2023)

Dissertation: “Social Spaces, Places, and Substance Use in Shaping Queer Identities”

Committee: Dr. Marisa Omori (chair), Dr. Lee Slocum, Dr. Samantha Simon,
and Dr. Matthew Ball

M.A., Criminology and Criminal Justice, University of Missouri–St. Louis (August 2021)

M.A., Sociology, Northeastern University (May 2018)

Thesis: “Hypermasculinity and the War on Drugs in the Philippines: A Case Study of
President Duterte”

Committee: Dr. Ineke Marshall and Dr. Liza Weinstein

B.A., Sociology and Psychology, Mount Holyoke College (May 2016)

Cum Laude, minor in law, public policy, and human rights

PROFESSIONAL EMPLOYMENT

2023–Present Assistant Professor. Department of Criminal Justice. John Jay College of Criminal
Justice.

PEER-REVIEWED PUBLICATIONS, BOOK CHAPTERS, AND OTHER PUBLICATIONS (* Denotes student co-author)

Early, McKenna, Cox, Dietsche*, Jackey*, and Kilmer. “The Ethics of
‘Educational’ Prison Tours.” **Forthcoming** in a special issue of *Feminist
Pedagogy*.

Early, Cox, Kilmer, Dietsche*, McKenna, and Jackey*. “Daring to Dream:
Practicing Hope in a Discipline Dependent on Maintaining the Carceral
Status Quo.” **Forthcoming** in a special issue of *Feminist Pedagogy*.

Early. “Disidentifications and the Experiences of Drag Kings in Queer
Social Spaces.” **Forthcoming** for a special issue in *The International
Journal of Qualitative Studies of Education*.

Omori, **Early**, and Torres. “A theoretical and empirical critique of racial
innocence in sentencing.” *Law & Society Review*. “Special Issue on New
Perspectives on Empirical Methods and Critical Race Theory.” First
published online March 21st, 2025. <https://doi.org/10.1017/lsr.2025.11>

Lentz, Vogel, Mathias, **Early**, Pryor, and Ibitayo*. 2024. “Short-term Impact
Evaluation of Cure Violence St. Louis: Challenges, Triumphs, and Lessons
Learned.” Special issue in *Criminology & Public Policy*. First published online
October 17th, 2024. <http://doi.org/10.1111/1745-9133.12687>.

Early and Grundetjern. 2024. "The Role of Sex and Compulsory Heterosexuality Within the Rural Methamphetamine Market." *Crime & Delinquency*. First published online March 03rd, 2022. <https://doi.org/10.1177/00111287221077>.

Webster, Huebner, **Early**, and Torres. 2023. "Court Can Happen Anywhere": Courtroom Workgroup Members' Perceptions of the Challenges and Opportunities of a Transformed Workplace. *Criminal Justice and Behavior*. First published online September 13th, 2023. <https://doi.org/10.1177/00938548231196574>.

Book Chapters

Rogers, **Early**, and Chambers. "Do I Belong? Why Do I Feel Uncomfortable? Black Women's Experience With Men on a College Campus and its Impact on Their Sense of Identity." **Forthcoming**. *Race and Ethnicity: The Sociological Mindful Approach* (2nd Edition). Cognella, Inc.

Early. "So, You Like the Police, Huh?" **Forthcoming**. *Abolition & Queer Justice*. University of California Press.

McKenna, Charriez, Awad, **Early**, and Ruhland. "Researching within community: The necessity of CPAR partnerships and the value of lived experience in prison education and reentry research." **Forthcoming** in the *Division on Corrections & Sentencing Handbook Series*.

Early and McKenna. "OER Learning In Disguise Toolkit." *Social Justice Landmark Cases: Faculty Instructional Resources*. August 2024.

Early and Rainey*, "What about Us?: The Omission of Queer Experiences in Criminal Justice Curricula." *Queer Victimology: Understating the Evolving Study of LGBTQIA+ Experiences Volume 1*. Texas Review Press. September 2023.

Public Criminology (Peer Reviewed Newsletter)

Joseph and **Early**. "Still Forced to Qualify - Blackness in the Wake of Minnesota Uprisings." December 13th, 2024. [*The Critical Criminologist Special Issue: Collective Protest*](#).

WORKS UNDER REVIEW AND IN PROGRESS

Early. "The Defining, Construction, and Messiness of Queer and Heterosexual Social Space." Manuscript in progress.

Early. "Using Substances and Strategic Use Within Social Places and Spaces." Manuscript in progress.

Early. "Developing Queer Identities Through Social Spaces." Manuscript in progress.

Early, McKenna, and Ali*. "Academic Blackface." Manuscript in progress.

Early and Schaefer. "Queering Harm Reduction Frameworks: The Implications of Queer Social Spaces." Manuscript in progress.

McKenna and **Early**. "Prison Girlies and the Pop Cultural Commodification of

Carcerality.” Manuscript in progress.

TECHNICAL REPORTS

- | | |
|------|---|
| 2023 | Cure Violence St. Louis Evaluation Final Report. Submitted to the City of St. Louis Department of Health. Featured in the St. Louis Post-Dispatch ; Spectrum News |
| 2022 | Cure Violence St. Louis Evaluation: Year 1 Report. Submitted to the St. Louis Department of Public Health and the Office of Violence Prevention. |

AWARDS & RESEARCH GRANTS

- | | |
|------|--|
| 2025 | PSC-CUNY Research Foundation Grant #68602-00 56 (\$5,986.00) |
| 2023 | Office for the Advancement of Research Seed Money Program (\$4,600) |
| 2022 | Division of Queer Criminology Student Paper Awards (\$200) |
| 2020 | Honorable Mention, Larry J. Siegel Graduate Fellowship for the Study of Gender and Crime (\$200) |
| 2019 | Study Abroad Summer Semester Scholarship (\$3,000) |
| 2018 | The Outstanding Service to the Department Award, Northeastern University |
| 2016 | Diversity Award, Northeastern University |
| 2016 | Excellence Award, Northeastern University |
| 2015 | The Harap Fund Research, Mount Holyoke College |
| 2014 | The Lynk Universal Application Funding |

PUBLIC CRIMINOLOGY

- | | |
|-------------|--|
| 2020 – 2021 | Informed Justice https://www.informedjustice.org/ |
| 2020 – 2021 | COVID Prison Project https://covidprisonproject.com/ |

INVITED TALKS & PRESENTATIONS

- | | |
|------|---|
| 2025 | “Faculty Panel: Wisdom & Reflections from New-ish Faculty Colleague.” Dean of Faculty’s “First Fridays.” The Teaching and Learning Center. John Jay College of Criminal Justice. (May 2 nd). |
| 2025 | “Lavender Graduation Keynote Speaker.” John Jay College of Criminal Justice. LGBTQ+ Resource Center. (April 30 th). |
| 2024 | “Community-Centered Strategies to Reduce Gun Violence: Developing Evidence for Policy and Practice.” Recorded Panel. SAGE Publishing. (December 6 th). |
| 2024 | “‘I’m gonna show you how wonderful it is to have a much more diverse casting in a show:’ Disidentifications and the Experiences of Drag Kings of Color in Queer Social Spaces.” Intersectional Qualitative Research Methods Institute (IRQMI). (June 8 th). |
| 2024 | “Punishment & Justice.” *Research & Creativity Expo. John Jay College of Criminal Justice. (May 7 th). |
| 2024 | “Defund the Police? Abolish Prisons?” John Jay College. (April 11 th). |
| 2024 | “Red, Black, Green, & Lavender: Blackqueer Conversations Part 3: Spotlight on |

James Baldwin.” Film Screening and Discussion of *James Baldwin: The Price of the Ticket*. John Jay College of Criminal Justice (April 3rd). *Unable to attend due to invited guest lecture*

- 2024 “Red, Black, Green, & Lavender: Blackqueer Conversations Part 2: Spotlight on Angela Davis, June Jordan, & Alice Walker.” Film Screening and Discussion of *A Place of Rage*. John Jay College. (March 20th).
- 2024 “Red, Black, Green, & Lavender: Blackqueer Conversations Part 1: Spotlight on Audre Lorde.” Film Screening and Discussion of *A Litany For Survival: The Life & Work Of Audre Lorde*. John Jay College. (February 27th).
- 2024 “Conversations on Black Queer and Trans Theory.” LGBTQ Research & Engagement Collective. Department of Sociology. Department of Women’s and Gender Studies. University of Oklahoma. (February 16th).
- 2024 “Navigating Tough Conversations and Creating Safer Classrooms.” Faculty Development Day. Teaching and Learning Center. John Jay College. (January 24th).
- 2022 “Social Spaces and Substance Use in Shaping Queer Identities.” Sutherland Speaker Series on Crime & Justice Issues. Department of Criminal Justice. Indiana University Bloomington. (November 9th).
- 2022 “The Politics of Queer Research.” Salem State University. School of Education. (February 15th).
- 2021 Inaugural “Critical Conversations: LGBTQIA= Issues in The Criminal Justice System.” Department of Criminal Justice and Criminology. Georgia Southern University. (October 21st).
- 2021 “Inclusive Language Series: Focus on LGBTQ Communities.” The University of Missouri–St. Louis. Office of Diversity, Equity, and Inclusion. (April 15th).
- 2021 “Supporting Minority Students and Junior Faculty: Understanding How to Be An Ally.” American Society of Criminology. Division of Victimology. (February 17th).
- [2020|2021] XXXVI Postgraduate Course of Victimology, Victim Assistance and Criminal Justice, Inter-University Center. *Unable to attend due to COVID-19*

CONFERENCE PRESENTATIONS

Chair

- 2024 “Consuming Carcerality: The Ethics, Tourism, and Pop Cultural Commodification of Carceral Spaces.” American Society of Criminology Annual

Meeting. (November 13–16).

2022 “Centering Diverse Experiences in the Teaching and Graduate School.” American Society of Criminology Annual Meeting. (November 16 –19).

Panelist

2025 Author Meets Critics: Copaganda: How Police and the Media Manipulate Our News. American Society of Criminology Annual Meeting. (November 12-15).

2025 “Exploring “carceral creep” and Normalization in Everyday Life.” American Society of Criminology Annual Meeting. (November 12-15).

2025 “Love After Lock Up: An Extension of Prison Girlies.” American Society of Criminology Annual Meeting. (November 12-15).

2025 “So, You Like the Police, Huh?” American Society of Criminology Annual Meeting. (November 12-15).

2025 “Teaching While Human.” American Society of Criminology Annual Meeting. (November 12-15).

2025 “Abolition as Harm Reduction.” European Society of Criminology Annual Meeting. (September 3-6).

2025 “The Scarlet ‘A’ of Criminology and Criminal Justice: Abolition, Positionality, and Pedagogy. European Society of Criminology Annual Meeting. (September 3-6).

2025 “Bridging Theory and Practice: Enhancing Criminal Justice Education through Field Trips to Inactive Prisons.” American of Criminal Justice Sciences Annual Meeting. (March 11-15).

2024 “Teaching Queer Victimology.” American Society of Criminology Annual Meeting. (November 13–16).

2024 “Contesting Queer Spaces.” American Society of Criminology Annual Meeting. (November 13–16).

2024 “Consuming Carcerality: The Ethics and Perceptions of Carceral Residential Real Estate.” American Society of Criminology Annual Meeting. (November 13–16).

2023 “Roundtable: Reflexivity and Positionality in Researching Queer Topics and

- Populations.” American Society of Criminology Annual Meeting. (November 15–18).
- 2023 “Roundtable: On the Market: Tips, Tricks, and Experiences.” American Society of Criminology Annual Meeting. (November 15–18).
- 2022 “Innovations in Queer Criminological Research.” American Society of Criminology Annual Meeting. (November 16–19).
- 2022 “Teaching.” American Society of Criminology Annual Meeting. (November 16 – 19).
- 2021 “Unpacking Racial Innocence and Inequalities in Sentencing.” American Society of Criminology Annual Meeting. (November 17–20) *Canceled due to COVID-19*
- 2020 Author Meets Critics. “Transgressed: Intimate Partner Violence in Transgender Lives.” American Society of Criminology Annual Meeting. (November 18–21) *Canceled due to COVID-19*
- 2020 Special Topic Panel. “Queer Epistemology and Practices.” American Society of Criminology (ASC) Annual Meeting. (November 18–21) *Canceled due to COVID-19*
- Presenter**
- 2023 “Calling In and Calling On: Creating an Intersectionally Queer Criminology Journal.” American Society of Criminology Annual Meeting. (November 15–18).
- 2022 “Not in My Backyard: The Divisive Debate Over Police Residency Requirements.” Global Meeting on Law & Society. (July 13–16).
- 2021 “The Role of Sex in Rural Methamphetamine Markets.” American Society of Criminology Annual Meeting. (November 17–20).
- 2019 “Queer and Nonbinary Recreational Experiences: Drug Culture in Social Spaces.” American Society of Criminology Annual Meeting. (November 13–16).
- 2019 “Authoritarian Strategy and Dehumanizing Discourse in Duterte's Philippines.” Eastern Sociological Society Annual Meeting. (March 14–17).
- 2019 “Hypermasculinity and the War on Drugs in the Philippines: A Case Study of President Duterte.” American Society of Criminology Annual Meeting. (November 16–19).
- 2014 “The Defense Never Rests: A Glimpse into the World of Criminal Investigation.”

Mount Holyoke College Learning From Application Symposium. (October 20–21)

RESEARCH EXPERIENCE

- Nov. 2024–Present “Evaluation of the Bronx-Osborne Gun Avoidance Program (BOGAP).” The Research and Evaluation Center at John Jay College of Criminal Justice (JohnJayREC). John Jay College. Project#: 49415. Project Investigator: Dr. Jeffery A. Butts. (Funded by the National Institute of Justice).
- Oct. 2024–Present “Towards Medical Liberation: Creating Justice as the Building Block of Newer Medical Worlds.” Sacramento State University. John Jay College of Criminal Justice. Project Investigators: Dr. Christopher Rogers and Dr. Alessandra Milagros Early.
- Aug. 2024–Present “Social Impact Partnerships to Pay for Results Act (SIPPRA).” The Research and Evaluation Center at John Jay College of Criminal Justice (JohnJayREC). Project#: 57282. Project Investigator: Dr. Jeffery A. Butts. (Funded by the U.S. Department of Treasury).
- Jul. 2024–Present “Crisis Management System Evaluation.” The Research and Evaluation Center at John Jay College of Criminal Justice (JohnJayREC). National Opinion Research Center at the University of Chicago (NORC). The New York City Mayor’s Office for Economic Opportunity. The Department of Youth and Community Development. Project#7H463. Project Investigator: Dr. Jeffery A. Butts.
- Jan. 2024–Feb. “Resources for the Management of Transgender Individuals in Custody and Under Supervision.” John Jay College of Criminal Justice. Project Investigator: Dr. Deborah Koetzel. [Funded by the U.S. Department of Justice’s National Institute of Corrections (NIC)].
- Oct. 2023–Present “Combining Photovoice and Experiential Learning: The Impact of Touring Inactive Prisons on Criminal Justice Students’ Attitudes on Punishment, Justice, and Intersectionality.” John Jay College of Criminal Justice. Project Investigators: Dr. Alessandra Milagros Early and Dr. Nicole McKenna. (Funded by the Office for the Advancement of Research (OAR) Seed Money Program).
- Aug. 2022–Jun. 2023 Cure Violence Evaluation Qualitative Researcher. Washington University. City of St. Louis. Project Investigator: Dr. William G. Powderly (Funded by St. Louis Department of Public Health).
- May 2021–2022 Graduate Research Assistant. “Exploring Prosecutorial Discretion in the Plea-Bargaining Process in Milwaukee and St. Louis Counties.” University of Missouri–St. Louis & Loyola University, Chicago. Project Investigators: Dr. Beth Hubner, Dr. Marisa Omori, Dr. Don Stemen, and Dr. Elizabeth Webster. (Funded by the MacArthur Foundation Safety and Justice Challenge Research Consortium).

Jan. 2020

Jun–Aug. 2019

Graduate Research Assistant. “UMSL Comprehensive School Safety Initiative.” Department of Criminology and Criminal Justice. University of Missouri–St. Louis. Project Investigators: Dr. Finn-Aage Esbensen and Dr. Lee Slocum. (Funded by The National Institute of Justice).

May 2019

Nov. 2018

Graduate Research Assistant. “Women’s Experiences in The Illegal Methamphetamine Market.” Department of Criminology and Criminal Justice. University of Missouri–St. Louis. Project Investigators: Dr. Jody Miller and Dr. Heidi Grundetjern.

Sep.–Oct. 2018

Graduate Research Assistant. Department of Criminology and Criminal Justice. University of Missouri–St. Louis. Project Investigators: Dr. Jody Miller and Dr. Heidi Grundetjern.

Mar.–Jun. 2018

Field Research Assistant. “Enhancing Procedural Justice in Hot Spots Policing: A Multi-Site Randomized Trial.” School of Criminology and Criminal Justice. Northeastern University. Project Investigators: Dr. Anthony Braga. (Funded by the Laura & John Arnold Foundation).

May 2017–Jan. 2018

Graduate Research Assistant. “Understanding and Preventing Youth Crime: A Comparative Study of France, Germany, The Netherlands, and The United States.” Department of Sociology and Anthropology. Northeastern University. (NSF 1419588)

Sep. 2015–May 2016

Department Assistant and Liaison. Department of Sociology and Anthropology. Mount Holyoke College.

Jul. –Aug. 2015

Research Assistant. School of Criminal Justice. Boston University. Project Investigator: Dr. Mary Ellen Mastrorilli.

SKILLS

Computer: Online Teaching Certification (2022); Dedoose (Advanced), NVivo (Intermediate), Google Suite (Intermediate), Research & Investigation (Advanced), Express Script Scribe (Advanced), EpiData (Intermediate), SPSS (Basic), STATA (Basic), ArcMapGIS (Basic).

Languages: Spanish (Basic).

TEACHING EXPERIENCE

John Jay College of Criminal Justice

Instructor

CJBA 356: Queering Crime and Justice (Spring 2025)
 CJBA 380: Special Topics: Gender, Crime, and Justice (Fall 2025;
 Fall 2024; Spring 2023; Fall 2023)
 CJBA 220: Race, Gender, Ethnicity, Crime, and Justice (Fall 2025;
 Spring 2025; Fall 2024; Spring 2024)
 CJBA 340: Research Methods (Spring 2024)

University of Missouri–St. Louis

Instructor

Research Methods in Criminology and Criminal Justice (Fall 2022,
 online asynchronous; Summer 2022, online asynchronous).
 Gender, Crime, and Justice (Spring 2020; Fall 2019; Summer 2019)

Graduate Teaching Assistant

Seminar in Criminology and Criminal Justice: U.S. Policing (Spring
 2021, online).
 Gender, Crime, and Justice (Fall 2020, hybrid; Spring 2019; Fall
 2018)

Northeastern University

Graduate Teaching Assistant

The Right to the City: Exclusion and Justice in the Post-Apartheid
 City (Summer 2018)
 Social Justice Resource Center (Spring 2018; Spring 2017; Fall
 2017)
 Career Fellow (Spring 2018; Fall 2017)
 Honors Discovery Teaching Assistant (Fall
 2017)
 Grading Assistant (Fall 2017)

WORKSHOPS & GUEST LECTURES

Workshops

2025	“Navigating Challenging Conversations in the Classroom Seminar.” Teaching and Learning Center. John Jay College of Criminal Justice. Co-Facilitator. (2/25, 3/25, 4/22).
2024	“LGBTQIA+ DEI Workshop.” Teaching and Learning Center. John Jay College of Criminal Justice. (June 3 rd). *Unable to attend due to IQRMI Summer Institute Attendance*

2021 “LGBTQ Inclusive Language Workshop.” Office of Diversity, Equity, and Inclusion. University of Missouri–St. Louis. (April).

2018 “Imposter Syndrome Workshop.” Department of Sociology and Anthropology. Office of Career Development. Northeastern University. (March).

Guest Lectures

2025 “Queering Crime and Justice.” Department of Criminal Justice. John Jay College of Criminal Justice. (May).

2025 “Abolition.” Department of Criminal Justice. John Jay College of Criminal Justice. (April).

2025 “Queer Criminological Approaches and “Methodologies.” School of Criminology and Criminal Justice & Criminology. Texas State University. (March).

2024 “Positionality and Profession: Abolitionism in Criminal Justice.” Department of Criminal Justice. John Jay College of Criminal Justice. (November).

2024 “Ethics and Carceral Spaces.” Department of Law, Police Science, and Criminal Justice Administration. John Jay College of Criminal Justice. (October).

2024 “Children’s Village and The Punishment of Young People.” Department of Law, Police Science, and Criminal Justice Administration. John Jay College of Criminal Justice. (October).

2024 “Queering Research and Methods.” Gender Studies Program. John Jay College of Criminal Justice. (October).

2024 “Queering Criminology.” Department of Criminal Justice. John Jay College of Criminal Justice. (April).

2024 “Introduction to Queer Criminology.” Honor’s Program. John Jay College of Criminal Justice. (March).

2022 “COVID Prison Project, Graduate School, and Research.” Department of Criminal Justice. Fayetteville State University. (October).

2020 “Qualitative Research and Queer Methodologies.” Department of Sociology. Villanova University. (May).

2019 “Queer Criminology.” Department of Criminology and Criminal Justice. University of Missouri–St. Louis. (October).

2018 “Hypermasculinity and the War on Drugs in the Philippines: A Case Study of President Duterte.” Department of Sociology and Anthropology,

Northeastern University. (March).

2018 “Political Science Capstone Lecture.” Office of Career Development. Northeastern University. (February).

2017 “Cumulative Disadvantage.” Department of Sociology. Northeastern University. (November).

2017 “Political Science Capstone Lecture.” Office of Career Development. Northeastern University. (November).

STUDENT MENTORSHIP

2024–2025 Jade Denis Arroyo Concepcion (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2024–2025 Marco Jordan Buffone (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2024–2025 Maya Hogans (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2024–2025 Ashra Ali (undergraduate). Undergraduate Student Research Assistant. John Jay College of Criminal Justice.

2024–2025 Susan Nembhard (doctoral). Graduate Student Research Assistant. John Jay College of Criminal Justice.

2023–2024 Steven Fermin (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2023–2024 Luis Medina (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2023–2024 Ariana Molina (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2023–2024 Kathy Espinoza (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2023–2024 Ina Brennan (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

INSTITUTIONAL SERVICE

Aug. 2024–Present Curriculum Committee. Department of Criminal Justice. John Jay College of Criminal Justice.

Aug. 2024–Present	Grade Appeals Committee. Department of Criminal Justice. John Jay College of Criminal Justice.
Aug. 2024–Present	Gender Studies Program Curriculum Committee. Gender Studies Program. John Jay College of Criminal Justice.
Mar.2024–Aug. 2024	“Learning in Disguise: OER Pedagogical Toolkit.” Lloyd Sealy Library. John Jay College of Criminal Justice.
May 2024–May. 2024	Student Work on Gender and Sexuality Reviewer. John Jay College.
Mar. 2024–Apr. 2024	Distinguished Teaching Prize Reviewer. Teaching and Learning Center. John Jay College.
Jan. 2024–Present	Faculty Advisor. Womxn Who Workout. John Jay College of Criminal Justice
Jan. 2024–Apr. 2024	Planning and Event Coordinator for “Red, Black, Green, & Lavender: Blackqueer Conversations.” Parts 1, 2, & 3. John Jay College of Criminal Justice.
Oct. 2024–May 2024	Planning and Event Coordinator for Guest Speaker Series. Gender Studies Program and LGBTQ+ Resource Center. John Jay College of Criminal Justice.
Dec. 2023–May 2024	Lavender Celebration Committee. Coordinator for 2024 Audre Lorde Award. LGBTQ+ Resource Center. John Jay College of Criminal Justice.
Aug. 2023–Dec. 2023	Open Education Course Development. Department of Criminal Justice. John Jay College of Criminal Justice.
Oct. 2023–Present	Gender Studies Program Curriculum Committee. Gender Studies Program. John Jay College of Criminal Justice.
Oct. 2021–May 2022	Graduate Student Representative. Department of Criminology and Criminal Justice. University of Missouri–St. Louis.
May–May 2022	President of Graduate Student Association. Department of Criminology and Criminal Justice. University of Missouri–St. Louis.
Aug.–May 2019	Vice President of Graduate Student Association. Department of Criminology and Criminal Justice. University of Missouri–St. Louis.

Aug.–Dec. 2019	Department Tutor. Department of Sociology. University of Missouri–St. Louis.
Oct. 2017–May 2018	Sociology Representative (Masters Advisory Group). College of Social Sciences and Humanities. Northeastern University.
Sep. 2017–May 2018	Masters Representative. The Committee on Graduate Studies. Northeastern University.
Oct. 2017–May 2018	Co-Leader of the Committee on Diversity and Equity. Department of Sociology and Anthropology. Northeastern University.

PROFESSIONAL SERVICE

Oct. 2023–Present	Member of Research Committee. LGBTQ Research & Engagement Collective. University of Oklahoma.
May 2022–Dec. 2025	Co-Chair of Journal Committee. Division of Queer Criminology. American Society of Criminology.
May 2020–Aug. 2024	Chair of Social Committee. Division of Queer Criminology. American Society of Criminology.

JOURNAL SERVICE

Editorial Board Member

Jun. 2024	Social Problems
Jul. 2023–Present	Journal of Criminal Justice Education

Reviewer

Critical Criminology
Deviant Behavior
Special Issue of the Journal of Criminal Justice Education
Social Problems

PROFESSIONAL AFFILIATIONS

Nov. 2016–Present	American Society of Criminology Section Membership: Division of Women and Crime Section Membership: Queer Criminology
Jan. 2019–Dec. 2020	Eastern Sociological Society
Oct. 2016–Dec. 2019	American Sociological Association Section Memberships: Crime, Law, and Deviance
Jan. 2014–Dec. 2016	American Psychological Association

PROFESSIONAL DEVELOPMENT

- 2025 “Faculty Fellowship Publishing Program.” The City University of New York.
- 2024 “Intersectional Qualitative Research Methods Institute” (IQRMI). University of Maryland College Park.
- 2024 “OAR Grant Writing Workshop.” Office for the Advancement of Research. John Jay College of Criminal Justice.
- 2024 “Winter 2024 Open Pedagogy and OER Seminar.” Teaching and Learning Center. John Jay College of Criminal Justice.
- 2023–2024 “Practical Teaching and Resilient Learning Seminar.” Teaching and Learning Center. John Jay College of Criminal Justice.
- 2023–2024 “Faculty Mentorship Program (Mentee).” John Jay College of Criminal Justice.
- 2023–2044 “First Fridays.” John Jay College of Criminal Justice.

PROFESSIONAL AFFILIATIONS

- Nov. 2016–Present American Society of Criminology
- Apr. 2024–Present Society for the Study of Social Problems

PROFESSIONAL EXPERIENCE

- Aug. 2022 –Jun. 2023 “Qualitative Researcher.” Washington University.
- Dec. 2021 “Consultant.” Mass Mentoring Partnership
- May–Aug. 2014 “Intern Investigator.” New Orleans Public Defenders Office
- May– Aug. 2013 “Intern.” Macomb-Oakland Regional Center

MERIEM REBBANI, PhD.

Assistant Professor of Criminal Justice John Jay College (CUNY)
New York, NY 10019

mrebbani@jjay.cuny.edu | +1 (917) 900-7564 | www.MeriemRebbani.com

Fields: International Relations, Global Governance, International Law, Critical Security Studies

RESEARCH PROFILE

I am an institutional ethnographer specializing in global security governance, international law, and critical security studies. My forthcoming book (*Counter-Violent Extremism and High Policing in Canada*, Routledge 2026) is the first ethnographic study of Canada's CVE policy field. Ongoing projects compare frameworks in Canada and the Netherlands and examine the interaction of global security norms with democratic governance, supported by extensive fieldwork in UN, EU, and national agencies. I maintain an active publication pipeline and a strong scholarly presence across Political Science, International Relations, Socio-Legal Studies and Critical Security networks (EISA, EWIS, WIIS, EUROCRIM, ASC)

ACADEMIC APPOINTMENTS

Assistant Professor of Criminal Justice, Tenure-Track — John Jay College of Criminal Justice, CUNY (*Aug. 2024–Present*)

Affiliated Researcher — Van Vollenhoven Institute for Law, Governance and Society (VVI), Leiden Law School, Leiden University, Netherlands (*July 2021–Present*)

Senior Lecturer — Leiden University College in The Hague, Faculty of Governance and Global Affairs (July 2022–July 2024); Leiden Law School (Fall 2023, Spring 2024)

EDUCATION

Ph.D. in Criminology — Awarded with Distinction, Université de Montréal (2024)

(Dissertation rated “Exceptional”, Rector’s Honor List)

Thesis: *Improvising Quebec’s Countering Violent Extremism Sector or the Transformation of High Policing*

M.A. in Social Anthropology, Concordia University (2014)

B.A. (Honors) in Social Anthropology, Concordia University (2012)

PUBLICATIONS & BOOK PROJECTS

Book

- *Counter-Extremism and High Policing in Canada: Improvising Security* (Routledge, forthcoming 2026)

Works in Progress and Under Review

- *Polymorphous Fieldwork: Ethnographic Access and Positionality in National Security Research* — Under review, *International Journal of Qualitative Methods*, Submitted (August 2025)
 - *Feeling Security: Uncertainty and the Emotional Burden of Doing National Security* (with Karine Côté-Boucher, Université de Montréal) — In preparation, Target: *British Journal of Criminology* (Fall 2025)
 - *Comparing Counter-Extremism Policies in Canada and the Netherlands* (with Maartje van der Woude & Roxane de Massol de Rebetz, Leiden University) — In preparation, Target: *European Journal of International Relations* (Winter 2026)
 - *Countering Violent Extremism: Towards a Hybridization of National Security Practices* (with Karine Côté-Boucher, Université de Montréal) — In preparation, Target: *European Journal of International Security* (Summer 2026)
 - *Transnational Legal Ordering of Security Governance* — In development, multi-country comparative project with Leiden University Law School and Van Vollenhoven Institute for Law, Governance and Society (VVI)
-

Reports & Policy Contributions (selected)

- Rebbani, Meriem. *Summary Report: Law Enforcement and Civil Society to Prevent Violent Extremism – Lessons Learned Protecting Children and Engaging Women*. Almaty Workshop, EU LEICA/BOMCA Programme, February 2024.
 - Rebbani, Meriem. *Desk Review: Protection of Vulnerable Targets – Gaps and Opportunities in West Africa*. United Nations Office of Counter-Terrorism (UNOCT), Vulnerable Targets Program, January 2023. (*Internal UN report, commissioned as Individual Contractor, Madrid Office*).
 - Centre for the Prevention of Radicalization Leading to Violence (CPRLV) & Conseil du statut de la femme (CSF). (2016). *Women and violent radicalization: Research report*. Québec: Government of Québec. [Co-author/contributor].
-

INVITED TALKS & CONFERENCES

- 2025 – European Society of Criminology (EUROCRIM), Athens – *Deep Hanging Out: A Call for Ethnographies of National Security*
 - 2023 – Pan European Conference on International Relations (EISA), Potsdam – *Countering Violent Extremism & Neoliberalism: The Quebec Experience*
 - 2023 – European Workshops in International Studies (EISA), Amsterdam – *Tales from the Field: Unraveling Canadian CVE Practices*
 - 2023 – American Society of Criminology (ASC), Philadelphia – *Countering Violent Extremism: Towards a Hybridization of National Security Practices*
 - 2022 – American Society of Criminology (ASC), Atlanta – *Canadian CVE: What Impact on Counterterrorism,*
-

PROFESSIONAL EXPERIENCES

- **Senior Consultant** — United Nations Office of Counter-Terrorism, Madrid (2022–2023)
- **Field Officer** — United Nations Office on Drugs and Crime (UNODC), Tunis (2021–2022)

- **Strategic Advisor** — Royal Canadian Mounted Police, National Security Program, Montreal (2017–2021)
 - **Researcher & Community Coordinator** — Centre for the Prevention of Radicalization Leading to Violence (CPRLV), Montreal (2015–2017)
-

HONORS & AWARDS

- CUNY Book Completion Award — City University of New York (2025)
 - Exceptional Dissertation Distinction — University of Montreal (2024)
 - Emerging Thought Leader Award — Women in International Security (WIIS) (2020)
 - J.A. Bombardier Canada Graduate Scholarship — SSHRCC, Concordia University (2013–2014)
 - Multiple Merit Scholarships — Concordia University and University of Montreal (2011–2015)
-

TEACHING EXPERIENCE

John Jay College of Criminal Justice (CUNY) — Graduate: *Violence Across the Globe; Law & Society; Homeland Security and Terrorism; Science & Practice of Public Safety*
Undergraduate: *Crime Prevention and Control*

Leiden University College in The Hague — *Global Challenges: Peace & Justice* (Tutorial);
Introduction to Socio-Legal Studies (Seminar)

Leiden University Law School — *Terrorism & Counter-Terrorism* (Honors Seminar)

LANGUAGES & TECHNICAL SKILLS

- Languages: English (fluent), French (fluent), Spanish (competent), Darija (Algerian Arabic Dialect)

- Certifications: TRAP-18, VERA 2R, WAVR-21, HCR-20, START, CTIO (risk assessment tools)
 - Research Methods: Comparative policy analysis, qualitative research, institutional ethnography
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PROFESSIONAL & APPLIED EXPERTISE

- Invited Expert/Trainer: UNICRI–UNODC Intensive Training Program for National Delegations to the UN (New York, 2025) — Delivered session on terrorism, violent extremism, hate speech, and prevention strategies for police advisors and diplomatic staff.
- Moderator & Rapporteur: Group Work Reports: Engaging Women in PVE and Protecting Children from Violent Radicalization. EU LEICA/BOMCA Program, February 2024.
- Global Counterterrorism Forum (GCTF) CVE Working Group. Addendum to the Good Practices on Women and Countering Violent Extremism: Mainstreaming Gender. Contributed as expert participant, 2019–2023.
- Invited Expert/Trainer: ‘Regional Workshop Law Enforcement & Civil Society to Counter Violent Extremism, Lessons Learned Protecting Children and Engaging Women’, CIVIPOL, November 2023, Dushanbe, Tajikistan
- Speaker: Canadian Network for Research on Terrorism, security and society (TSAS), Annual meeting, October 2022, Ottawa, Canada
- Mission Expert/Trainer: CVE & Risk Assessments in Prison for Iraqi Prison Authorities, August 2022, United Nations Office on Drugs and Crime, Sulaymaniyah, Iraq
- Mission Expert/Trainer: CVE & Risk Assessments, United Nations Office on Drugs and Crime, November 28th- December 8, 2021, Erbil, Iraq
- Speaker: Women & CVE in Detention, United Nations Office on Drugs and Crime, Tunis, Tunisia, October 14, 2021
- Mission Expert & Rapporteur: Prison CVE Assessment, United Nations Office on Drugs and Crime, part of the Delegation of the Coalition Against ISIS, Iraq, Shamshamal Prison Site, May 2-6th 2021
- Part of the Canadian delegation: Countering Violent Extremism Working Group - Tenth Plenary Meeting (Global Counterterrorism Forum), Montreal, Canada, 4 November 2019

- Guest Practitioner: Partnering in Practice - Preventing Social Polarizations, Symposium, Edmonton, Canada, November 2018
- Speaker: TETT 2017, Creating Learning Against Radicalization (C.L.E.A.R.), Conference, Ottawa, Canada, September 2017.
- Speaker: Women, Technology & Partnerships - Countering Terrorist use of the Internet, SecDev foundation, UNCTED & ICT, February 2017.
- Policy Advisor: Building Off-Ramps and Reintegrating Foreign Fighters and Terrorist Offenders: Challenges and Opportunities, Washington, June 2016.
- Speaker: Symposium, College students, Radicalizations and Living Together, Rosemont College, April 2016.
- Panelist: Preventing radicalization: issues, tools, limits and perspectives, University of Montreal, April 2016
- Panelist: Radicalization and Host Societies, Concordia University, School of Community and Public Affairs (SCPA), March 2016.

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted:** October 30, 2025
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Jana Arsovska, Rosemary Barberet
 - b. Email address of proposer: jarsovska@jjay.cuny.edu; rbarberet@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:**

The Master of Arts in International Crime and Justice
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which have approved these changes:
 - a. Please provide the meeting date of approval: September 22, 2025 Curriculum Committee; September 29, 2025 ICJ Governance Committee
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jana Arsovska, PhD
5. **Please describe the curriculum changes you are proposing:**
 (narrative or bullet points are acceptable as long as there is adequate explanation)
 - Make slight changes to the program description to incorporate technology and to provide more details about the focus of our program;
 - Update the list of electives. Since we already have a lot of our own ICJ electives we would like to make our elective choices more focused and remove some less relevant courses from the list.
6. **Please provide a rationale for the changes:**
 (narrative format to go to CUNY and NYSED reports)

Transnational crimes are evolving, and technology plays a vital part in this evolution. We want to make sure that this is reflected in the program description, and we want to provide a bit more clarity in terms of the aims and structure of our program.

We also updated the list of electives. When we started with this program, we didn't have many of our own ICJ electives but now we have a long list of electives and so we would like to narrow down the list of electives available to our students. Also, we want to remove ICJ 720 Crime and Justice in the Balkans from the list since it hasn't been offered in a very long time.

7. **How do these proposed changes affect other academic programs or departments?**
 - a. Which program(s) or department(s) will be affected? – N/A

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:**

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments
(coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

See below

(Graduate Bulletin 2025-26 reflecting the proposed revisions to program)

International Crime and Justice, Master of Arts

Program Director: Dr. Jana Arsovska
(jarsovska@jjay.cuny.edu)

Deputy Director: Dr. Rosemary Barberet
(rbarberet@jjay.cuny.edu)

Our Program

Program description: The Master of Arts in International Crime and Justice reflects the College's commitment to the internationalization of criminal justice education and builds on the strengths of our undergraduate degree in international criminal justice by opening the possibility of graduate education in this field. This is the first program of this nature in the United States. The MA in International Crime and Justice combines advanced substantive knowledge of international crime challenges and domestic and international responses, with analytic and research techniques in an interdisciplinary framework. It examines new forms of transnational crimes and emerging security threats and aims to produce graduates with a truly global outlook on criminal justice, a moral commitment to international justice, and professional competence in the increasingly multicultural workforce.

Specialization and focus: The Master of Arts Degree Program in International Crime and Justice is designed for professionals and university graduates wishing to specialize in the fields of comparative criminal justice, international criminology, cybercriminology, international criminal law, international policing, human rights, and transnational crime.

The focus of our program is on illegal cross-border activities including drug trafficking, arms smuggling, wildlife crime, money laundering, and human trafficking; serious violations of human rights such as genocide, war crimes, crimes against humanity and crimes of aggression; factors that facilitate and shape transnational and international crimes, including technology; the impact of cybercrimes on society; and the process of preventing and responding to international, transnational and cyber organized crime in a global context. It introduces students to the legal and institutional frameworks and measures used to facilitate international cooperation.

Through a combination of core and elective coursework totaling 36 credits, students admitted to the Master of Arts Degree Program in International Crime and Justice:

- **Integrate interdisciplinary knowledge to explain the causes and consequences of international, transnational and cyber organized crimes, and to analyze and assess the workings of institutions, mechanisms and processes of international criminal justice, as well as related developments in law and policy worldwide**
- **Critically analyze and apply research techniques in international crime and justice to the planning and execution of applied research projects**

Modality and timeframe: This program is offered both on-campus and online. This program may also be completed fully online. Students should be able to complete the coursework in 2 years if they maintain full-time status (defined as 9 credits per semester over two years) or in four years if they study part-time. Summer and winter courses are available and enable faster progress towards graduation. Students have up to 8 years to complete their coursework.

Jobs and careers: Graduates of the program will enter the job market equipped with advanced, substantive knowledge and the analytical and research skills necessary to pursue careers that include the fields of investigation, policing, counterterrorism, crime analysis, financial crimes, international human rights, anti-money laundering, cybersecurity, and doctoral programs.

Degree Requirements

The Master of Arts in International Criminal Justice requires 36 credits consisting of seven required core courses (21 credits) and five electives (15 credits; see the list of courses below). Graduate students must maintain a 3.0 GPA to remain in good standing and graduate.

Required Courses

Subtotal: 21 cr.

ICJ 700	International Crime and Justice Theory
ICJ 701	Illegal Markets and Economic Justice
ICJ 702	Comparative Criminal Justice Systems
ICJ 703	International Criminal Law
ICJ 706	Transnational and Cyber Organized Crime
ICJ 715	Applied Research Methods in International Crime and Justice
ICJ 770	Capstone Course in International Crime and Justice

Electives

Subtotal: 15 cr.

Electives may be selected from the list below or from any of the graduate courses offered at John Jay and CUNY, subject to the approval of the graduate program director. Students may use 12 elective credits to complete courses toward the Advanced Certificate in Transnational Organized Crime Studies or Terrorism Studies, or students can take a combination of different electives chosen from the list of approved electives below.

Students who have completed at least one semester in the IC&J MA Program (min 6 credits) and have a GPA 3.0 or above are eligible to take the following electives: Internship (6 credits) & Thesis I & Thesis II (6 credits). The thesis elective is taken over a period of two semester sequence ([ICJ 791](#) and [ICJ 792](#)). The Internship course ([ICJ 780](#)) is an online course which is accompanied by a

mandatory 180 hours in an internship site. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship elective should start their search for an internship site at least a semester in advance. Students are encouraged to pursue one or more internships during their graduate studies, even if they are not taking the Internship elective course, potentially as an Independent Study (3 credits). If students are interested in these options, they should contact the Program Director early in their programs.

ICJ 731	Online Criminal Markets
ICJ 7YY (723)	<u>Digital Technologies and Wildlife Trafficking</u> (new course)
ICJ 704	Crime, Justice, and Cultural Struggles
ICJ 705	Human Rights and Counterterrorism
ICJ 720	Crime and Justice in the Balkans
ICJ 721	International Perspectives on Women in Criminal Justice
ICJ 725	Environmental Crime
ICJ 726	Drug Trafficking
ICJ 728	History of Genocide
ICJ 729	Organized Crime: An International Perspective
ICJ 730	Human Trafficking in the Digital Age
ICJ 735	Gender Justice for Conflict Related Sexual and Gender-Based Violence
ICJ 750	Special Topics in International Crime and Justice
ICJ 755	Terrorism and Transnational Crime
ICJ 760	Countering Transnational and Cyber Organized Crime
ICJ 762	Corruption and the Global Economy (new title: Anti-money laundering, cryptocurrencies and corruption)
ICJ 765	Intelligence in National Security and Policing
ICJ 780	Internship Course
ICJ 791	International Crime and Justice Thesis I
ICJ 792	International Crime and Justice Thesis II
ICJ 794	International Crime and Justice Independent Study
ICJ 798	Faculty-Mentored Research in International Crime and Justice

Electives from Other Programs

CRJ 713	White-Collar Crime
CRJ 727/FCM 727	Cybercriminology
CRJ 739	Crime Mapping
CRJ 744	Terrorism and Politics
CRJ 746	Terrorism and Apocalyptic Violence
CRJ 759	Comparative Police Administration
CRJ 784	Organized Crime
CRJ 789	Violence Across the Globe
CRJ 797	Homeland Security and International Relations
CRJ 798	Homeland Security and Terrorism
HR 701	International Human Rights: Organizations and Institutions
HR 711	Human Rights and Humanitarianism
HR 712	Civil and Political Rights and Civil Liberties
HR 713	Economic, Social and Cultural Rights
PAD 718	International Public Policy and Administration
PAD 746	Comparative Public Administration
PAD 772	International Inspection and Oversight
PSY 705	Victimology
PSY 729	Terrorism
PSY 746	Empirical Profiling Methods
Total Credit Hours:	

TOTAL CREDIT HOURS: 36

John Jay College of Criminal Justice
Office of Academic Programs

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1. **Date submitted:** October 22, 2025
2. **Department or program proposing these revisions:** Psychology
 - a. Name and contact information of proposer(s): Jill Grose-Fifer, Rebecca Weiss
 - b. Email address of proposer: jgrose-fifer@jjay.cuny.edu; rweiss@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:**

BA/MA Forensic Psychology
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 5/13/25
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jill Grose-Fifer/Rebecca Weiss
5. **Please describe the curriculum changes you are proposing:**
 (narrative or bullet points are acceptable as long as there is adequate explanation)

We are revising the structure of the UG Forensic Psychology Major capstones so that they reflect a stronger culmination of the major. This in turn will affect students in the BA/MA Forensic Psychology Program, who will continue to take one capstone in the undergraduate program. However, the choice of capstones will be changed as described below. We are also refreshing how the graduate curriculum is represented in the bulletin, so it is clearer for students.

We propose the following changes:

- 1) BA/MA Forensic Psychology students will take one of four (previously 5) capstones. All capstones will require students to have passed PSY 311 and have senior standing.
- 2) PSY 485 will remain as an empirical research course; all other capstone courses will be revised to become topical senior seminar courses. Two current capstone options will be eliminated from the course list (PSY 421 Forensic Social and Experimental Psychology and PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System). These two courses will become inactive.

- 3) PSY 482 Selected topics in Psychology (currently a part 3 elective course) will be renamed Senior Seminar: Psychology and the Public Good and will become a capstone option in Part Four.
- 4) Course names and descriptions will be revised to better reflect the content of the capstone courses by submitting course revision proposals.

[*Degree Works Scribe note: please keep PSY 421 in hide from advice in Part IV. in case some re-admits have taken it.]

6. Please provide a rationale for the changes:

(narrative format to go to CUNY and NYSED reports)

Recent departmental reviews have shown inconsistency in the delivery of our undergraduate capstone-level experiences, therefore concentrating efforts into one specialized capstone will provide a more rigorous capstone experience. It will also increase the likelihood that full-time faculty will teach the capstones, which will also contribute to a better culminating experience for students.

PSY 485 will remain as an empirical research course; all other capstone offerings will now be specialized topics courses, allowing students to synthesize and apply knowledge from prior coursework in greater depth. As part of this change, we will eliminate PSY 421 Forensic Social and Experimental (a more general course) and PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System (which could be covered in PSY 430 and/or 425 but lacks capstone prerequisites of PSY 311 Research Methods and senior standing), resolving structural and sequencing issues.

PSY 482, currently a Part 3 course, will be renamed *Psychology and the Public Good* and elevated to a capstone (Part 4). This aligns with the Department's and College's social justice mission and broadens options for students whose interests extend beyond forensic psychology. Revising the course names and descriptions of the capstone will provide clearer messaging to students about the nature and rigor of the capstone courses.

7. How do these proposed changes affect other academic programs or departments?

- a. Which program(s) or department(s) will be affected?
N/A

8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes: N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request). See below.

Forensic Psychology, Bachelor of Arts / Master of Arts

The Forensic Psychology BA/MA program is designed for students who are interested in the relationship between psychology and the criminal justice system. The mission of the Forensic Psychology major is to enhance students' understanding of individual behavior, in terms of its biological, cognitive, social and emotional components and their interaction, and its effects on the broader community. Students will learn to employ an empirical approach to understand human behavior. The major prepares students for a number of careers and graduate work in psychology, social work, law enforcement, or other criminal justice professions.

Learning Outcomes. Students will:

- Demonstrate knowledge of the historical and theoretical foundations of psychology, as well as key concepts, content, and research methods in the major sub-disciplines of psychology and in the field of "psychology and the law".
- Demonstrate appropriate information literacy, including the ability to perform effective database searches.
- Demonstrate the ability to design an ethically appropriate psychological research study and analyze and interpret basic research data.
- Gather, read, synthesize and critique primary source psychological and psycho-legal literature.
- Communicate effectively through oral and written presentations and demonstrate appropriate use of APA style.
- Critically and skeptically evaluate psychological information and extend this critical thinking to one's own work and all aspects of life-long learning.
- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture.
- Recognize professional ethics inherent in different aspects of psychology, including forensic psychology.
- Demonstrate an appreciation of how psychology relates to real-life professional and personal situations.
- Demonstrate an awareness of the scope and entry qualifications of professional and graduate programs in psychology.

Credits Required.

Forensic Psychology BA Major	28
Other Required Undergraduate Courses	0-3
General Education	42
Undergraduate Electives	19-22

Total Credits Required for BA/MA Degree 134

BA/MA Coordinator. Professor Rebecca Weiss, Psychology Department (646.557.1160, bamadirector@jjay.cuny.edu)

Tuition and Financial Aid Information. This program is accelerated and intended for students to attend full-time (at least 12 cr. for undergraduate students, at least 9 cr. for graduate students). Full-time students pay undergraduate tuition rates until they complete 120 credits. Starting in the semester after 120 credits have been earned, credits will be charged at the graduate rate. Students that are below 120 credits and meet eligibility requirements, may continue to be considered for undergraduate federal and state financial aid programs including PELL and TAP. Once students complete 120 credits, they will no longer be eligible for undergraduate financial aid. Students may apply for federal loans at the graduate level to finance their completion of the joint degree.

If circumstances occur that require students to attend part-time, tuition rates will be determined by the level of the courses (undergraduate or graduate) they are registered for.

All students in the BA/MA joint degree programs are encouraged to consult with the Financial Aid Office about their eligibility for aid under federal and state guidelines and the Bursar's Office about tuition charges when they are considering admission to these programs.

Academic Standards. Students are required to maintain the 3.5 GPA for Forensic Psychology and Criminal Justice, and a 3.0 GPA for Public Administration to remain in the BA/MA Program. Students who fall below this standard will be subject to a probation process. Students whose GPAs fall below those levels will not be able to receive the graduate degree even if they have completed sufficient credits.

Students no longer eligible for this program or who wish to leave it, must complete the entire undergraduate major in order to earn the Bachelor's degree. Any graduate classes completed will still apply to their undergraduate degree. See the program coordinator for course planning to complete the degree.

Any graduate courses taken while students are undergraduates can be applied to the relevant graduate degree with grades if students leave this accelerated program. Such students will have to apply for admission to the graduate program. These credits are not subject to the 12-credit transfer credit limitation.

Program Codes:

IRP Program Code: 83624

HEGIS Code: 2099.00

CIP Code: 42.2799

Forensic Psychology BA Core Required Courses

Required

(Subtotal: 28 cr.)

PSY 101 Intro to Psychology

PSY 200 Cognitive Psychology

PSY 221 Social Psychology

PSY 231 Developmental Psychology

PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology)

PSY 311 Research Methods in Psychology (4 cr.)

PSY 370/ LAW 370 Psychology and the Law

STA 250 Principles and Methods of Psychology

Please note: STA 250 must be completed in the undergraduate portion of the program.

Choose one

~~PSY 421 Forensic Social and Experimental Psychology~~

PSY 425 Seminar in Forensic Psychology (rev title: Senior Seminar: Social/Experimental Forensic Psychology)

PSY 430 Clinical Topics in Forensic Psychology (rev title: Senior Seminar: Clinical Forensic Psychology)

PSY 482 Senior Seminar: Psychology and the Public Good (was Selected Topics in Psychology)

~~PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System~~

PSY 485 Advanced Undergraduate Research Experience in Psychology

Other Required Undergraduate Courses (Subtotal: 0-3 cr.)

Required depending on math placement

MAT 108 Social Science Math

OR

MAT 141 Pre-Calculus

MAT 108 Social Science Math or MAT 141 Pre-Calculus may be needed depending on student's math placement. **Students who have taken higher-level math should consult with an advisor.**

These courses can fulfill the Required Core: Math and Quantitative Reasoning area in the College's General Education program.

Subtotal: 0-3

Undergraduate Electives

(Subtotal: 19-22 cr.)

Students must complete 19-22 credits of electives to fulfill the undergraduate portion of the degree program. Students have free choice of electives being mindful of the requirements for earning a Bachelor of Arts degree. Students must have 90 credits of courses in liberal arts and sciences. Student may opt to complete a minor with their elective credits.

Forensic Psychology Master's Program (Subtotal: 42 cr.)

The remaining 42 credits are applied to courses taken in the Master's degree program, which is outlined below. If a student decides to leave the B.A./M.A. program or fails to maintain the required 3.5 GPA for the program, they are required to complete the entire undergraduate major to earn the Bachelor's Degree.

Required Courses (Subtotal: 12 cr.)

PSY 700 Mental Health Professional, Social Science and the Law

PSY 715 Research Design and Methods

PSY 745 Psychopathology

PSY 769 Intermediate Statistics in the Social Sciences

Note: PSY 700, PSY 715, and PSY 745 must be taken within the first 24 credits of the program.

Psychological Testing Courses (Subtotal: 6 cr.)

Select two.

PSY 734 Criminal Psychological Assessment

PSY 751 Intellectual and Cognitive Assessment

PSY 752 Projective Personality Assessment

PSY 753 Objective Personality Assessment

PSY 779 Brain and Behavior

*Note: PSY 745 is a prerequisite for all testing courses

Two Additional Required Courses (Subtotal: 6 cr.)

Select either PSY 731 or PSY 741; and either PSY 760 or PSY 761

PSY 731 Human Growth and Development

OR

PSY 741 Theories of Personality and Counseling

AND

PSY 760 Counseling and Psychotherapy Methods

OR

PSY 761 Clinical Interviewing and Assessment

Tracks

(Subtotal: 18 cr.)

There are three track options for students in the Forensic Psychology Master's program: Thesis, Externship, and Externship/Thesis Combination. Students are required to complete one of the three tracks. Students can find their elective course choices below the Track section.

Externship Track *(3 credit Externship Track plus 15 elective credits)*

Required

PSY 780 Fieldwork in Counseling

Students who elect to complete their degree by completing the Externship Track will complete a 300-hour in an appropriate psychological setting, under the supervision of a licensed psychologist or other trained mental health professional approved by the Program Director.

Thesis Track *(9 credit Thesis Track plus 9 elective credits)*

Required

PSY 737 Descriptive and Statistical Data Analysis in Psychology

PSY 738 Advanced Research Methods

PSY 791 Prospectus Seminar

Students who elect to complete their degree by writing a master's thesis must earn a grade of A or A- in PSY 715 and PSY 769. These two courses are pre-requisites for PSY 738 and PSY 791. Students must obtain approval from a full-time faculty mentor serving as a thesis sponsor and permission of the Program Director before enrolling in PSY 791.

Externship/Thesis Track *(12 credit Externship/Thesis Combo Track plus 6 elective credits)*

Required

PSY 737 Descriptive and Statistical Data Analysis in Psychology

PSY 738 Advanced Research Methods

PSY 780 Fieldwork in Counseling

PSY 791 Prospectus Seminar

Forensic Psychology MA Elective Choices

Students take 6-15 credits of electives in this section as part of the Track

PSY 701 Criminal Behavior

PSY 703 Violence and Aggression

PSY 705 Victimology

PSY 707 Counseling and Rehabilitation of the Offender
PSY 708 Crisis Intervention and Short-term Counseling
PSY 714 Alcoholism and Substance Abuse
PSY 716 Counseling of the Juvenile Offender
PSY 718 Social Science Evidence in Court
PSY 720 Social Psychology and the Legal System
PSY 722 Evaluation and Counseling of the Sex Offender
PSY 726 Mental Health Issues in Policing
PSY 727 Eyewitness Identification
PSY 728 Social Psychopathology
PSY 729 Terrorism
PSY 730 Ethical Issues in Forensic Mental Health
PSY 742 Family Violence and Disputes
PSY 746 Empirical Profiling Methods
PSY 747 The Treatment and Prevention of Childhood Psychopathology
PSY 748 Empirical Crime Scene Analysis
PSY 754 Advanced Forensic Assessment
PSY 763 Behavior Modification and Learning Theory
PSY 764 Hypnosis, Psychology and the Law
PSY 766 Personality Profiles of the Homicidal Offender

Total Credit Hours: 134

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 - b. Email address of proposer: jgrose-fifer@jjay.cuny.edu; rweiss@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:**

**Forensic Psychology, BA Dual Admission / Accelerated Program
Leading to Forensic Mental Health Counseling, MA**
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 5/13/25
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jill Grose-Fifer/Rebecca Weiss
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We are revising the structure of the UG Forensic Psychology Major capstones so that they reflect a stronger culmination of the major. This in turn will affect students in the ADAP Forensic Mental Health Counseling Program, who will continue to take one capstone in the undergraduate program. However, the choice of capstones will be changed as described below.

We propose the following changes:

- 1) ADAP FMHC students will take one of four (previously 5) capstones. All capstones will require students to have passed PSY 311 and have senior standing.
- 2) PSY 485 will remain as an empirical research course; all other capstone courses will be revised to become topical senior seminar courses. Two current capstone options will be eliminated from the course list (PSY 421 Forensic Social and Experimental Psychology and PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System). These two courses will become inactive.

- 3) PSY 482 Selected topics in Psychology (currently a part 3 elective course) will be renamed Senior Seminar: Psychology and the Public Good and will become a capstone option in Part Four.
- 4) Course names and descriptions will be revised to better reflect the content of the capstone courses by submitting course revision proposals.

*Degree Works Scribe note: Please keep PSY 421 in hide from advice in Part IV. for readmits who have taken it prior to these changes.

6. Please provide a rationale for the changes:

(narrative format to go to CUNY and NYSED reports)

Recent departmental reviews have shown inconsistency in the delivery of our undergraduate capstone-level experiences, therefore concentrating efforts into one specialized capstone will provide a more rigorous capstone experience. It will also increase the likelihood that full-time faculty will teach the capstones, which will also contribute to a better culminating experience for students.

PSY 485 will remain as an empirical research course; all other capstone offerings will now be specialized topics courses, allowing students to synthesize and apply knowledge from prior coursework in greater depth. As part of this change, we will eliminate PSY 421 Forensic Social and Experimental (a more general course) and PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System (which could be covered in PSY 430 and/or 425 but lacks capstone prerequisites of PSY 311 Research Methods and senior standing), resolving structural and sequencing issues.

PSY 482, currently a Part 3 course, will be renamed *Psychology and the Public Good* and elevated to a capstone (Part 4). This aligns with the Department's and College's social justice mission and broadens options for students whose interests extend beyond forensic psychology. Revising the course names and descriptions of the capstone will provide clearer messaging to students about the nature and rigor of the capstone courses.

7. How do these proposed changes affect other academic programs or departments?

- a. Which program(s) or department(s) will be affected?
N/A

8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes: N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request). **See below.**

Forensic Psychology, BA Dual Admission / Accelerated Program Leading to Forensic Mental Health Counseling, MA

The Forensic Psychology Dual Admission / Accelerated Program Leading to the MA in Forensic Mental Health Counseling is intended to attract qualified and achieving students from the John Jay undergraduate psychology major who have the desire to become licensed mental health counselors, with a strong interest in working with forensic populations in such settings as jails and prisons, juvenile detention centers, hospitals, clinics, social service agencies, probation and parole offices, child protective services and courts. Qualified undergraduate students may enter this accelerated program in their junior year and graduate with the bachelor's degree in forensic psychology while taking fifteen credits of graduate courses towards the master's degree in forensic mental health counseling. Students then continue on to matriculate in the master's program.

Forensic Psychology BA. The program is designed for students who are interested in the relationship between psychology and the criminal justice system. The mission of the Forensic Psychology major is to enhance students' understanding of individual behavior, in terms of its biological, cognitive, social and emotional components and their interaction, and its effects on the broader community. Students will learn to employ an empirical approach to understand human behavior. The major prepares students for a number of careers and graduate work in psychology, social work, law enforcement, or other criminal justice professions.

BA in Forensic Psychology learning outcomes. Students will:

- Demonstrate knowledge of the historical and theoretical foundations of psychology, as well as key concepts, content, and research methods in the major sub-disciplines of psychology and in the field of "psychology and the law".
- Demonstrate appropriate information literacy, including the ability to perform effective database searches.
- Demonstrate the ability to design an ethically appropriate psychological research study and analyze and interpret basic research data.
- Gather, read, synthesize and critique primary source psychological and psycho-legal literature.
- Communicate effectively through oral and written presentations and demonstrate appropriate use of APA style.
- Critically and skeptically evaluate psychological information and extend this critical thinking to one's own work and all aspects of life-long learning.
- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture.
- Recognize professional ethics inherent in different aspects of psychology, including forensic psychology.
- Demonstrate an appreciation of how psychology relates to real-life professional and personal situations.

- Demonstrate an awareness of the scope and entry qualifications of professional and graduate programs in psychology.

Description, mission and learning outcomes of the MA in Forensic Mental Health

Counseling. The MA Program in Forensic Mental Health Counseling has the following two primary missions in educating its students: 1) To prepare students for a career as professional mental health counselors, with the commensurate skills in interviewing, counseling, and assessment, based upon established principles and research regarding human development, personality, learning, psychopathology, and counseling. 2) To prepare students to develop a forensic specialization within mental health counseling, through courses and externships, for work in such settings as jails and prisons, family courts, juvenile detention centers, probation and parole offices, and social service agencies that assess and counsel adolescents and adults at risk for future criminal behavior.

Learning Outcomes, within the context of the primary mission. Students will:

- Articulate the intersection between law and mental health counseling
- Describe specialized areas in mental health counseling
- Explain personality theory within the context of forensic counseling
- Apply the principles of research methods and statistics to forensic counseling issues
- Apply counseling theory to practice

Credits Required.

Forensic Psychology BA Major Courses: 31-40

General Education: 42

General Undergraduate Electives: 23-32

Forensic Mental Health Counseling MA: 60

Total Credits Required for BA/MA Degrees: 165

Dual Degree Program advising: For questions relating to the ADAP program in Psychology, contact bamadirector@jjay.cuny.edu

Admission. To apply students should have completed between 60-80 credits before they would begin the program, be majoring in forensic psychology, have completed statistics (STA 250 or the equivalent) and research methods (PSY 311), and have an overall GPA of 3.5 or above. Applicants must have completed at least 12 credits in psychology.

Applications are accepted twice per year. The fall deadline is the second Friday in July. The spring deadline is the first Tuesday in January. Through the Graduate Admissions Portal, applicants should submit the following items: (1) All college transcripts (unofficial is accepted), (2) three letters of recommendation that consider the applicant's intellect, character, maturity, judgement and interpersonal skills, (3) a 500-1000 word personal statement indicating the applicant's interest, qualifications and career goals, (4) a writing sample of that indicates writing/research skills, such as a term paper or research paper {Note: Please submit the writing sample in lieu of a cv/resume in the admissions portal. No cv/resume is required for ADAP applicants}.

For additional information on applying, contact Professor Rebecca Weiss, Department of Psychology at rweiss@jjay.cuny.edu.

Tuition and Financial Aid Information. This program is accelerated and intended for students to attend full-time (at least 12 cr. for undergraduate students, at least 9 cr. for graduate students). NY State resident students pay a **maximum** undergraduate tuition rate of \$3,465 regardless of course level until they complete their bachelor's degree. When students reach 120 credits and all undergraduate requirements are completed, they should apply to earn their bachelor's degree. Once the bachelor's degree is conferred, the student becomes a graduate student and tuition is charged at the graduate rate. Students who have not yet earned the Bachelor's degree continue to be eligible for consideration of federal and state financial aid programs including PELL and TAP. Once students become graduate students, undergraduate financial aid is not applicable. Students may apply for federal loans to finance their Master's degree. Students must earn a minimum of 6 credits in residency as a graduate student.

If circumstances occur that require NY State resident students to attend part-time, tuition rates will be charged at the undergraduate rate until the undergraduate requirements are completed.

Tuition for non-NY State residents (including international students) is charged at the undergraduate nonresident rate multiplied by the number of credits taken until the undergraduate requirements are completed.

All students in the accelerated, dual admission programs are encouraged to consult with the Financial Aid Office about their eligibility for aid under federal and state guidelines and the Bursar's Office about tuition charges when they are considering admission to these programs. Students who have residency outside of NY State or International Students should be especially diligent about consulting with the Bursar's Office on expected tuition rate. [Tuition and Fee Rates.](#)

Requirements. Students will be awarded the bachelor's degree when they reach 120 credits. Students should apply for graduation for the Bachelor's when they complete their undergraduate requirements in the semester they reach 120 credits. Students must complete a minimum of six credits at the graduate level for residency in the program to be granted the Master's Degree.

Additional information. Students must have a 3.5 overall GPA each semester to remain in this dual admission / accelerated program. Students who fall below this standard will be subject to a probation process. To be awarded the bachelor's degree, students must have a minimum GPA of 3.0 to continue onto the master's portion of the program.

Please note: the MA degree requires a year-long supervised internship experience in an appropriate setting.

Students no longer eligible for this program or who wish to leave it, must complete the entire undergraduate major in order to earn the Bachelor's degree. Any graduate classes completed will still apply to their undergraduate degree. See the program coordinator for course planning to complete the degree. Any graduate courses taken while students are undergraduates can be applied to the relevant graduate degree if students leave this accelerated program. Such students will have to apply for admission to the graduate program.

Students who enrolled for the first time at the College or changed to this program in September 2026 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the program. A copy of the earlier version may be obtained in the 2025-26 Undergraduate Bulletin.

~~Additional information. Students must maintain an overall GPA of 3.5 or above in the undergraduate portion of the program. Once the bachelor's degree is earned, students must maintain a 3.0 GPA in the master's portion of the program. Failure to maintain the required GPA may result in the student being withdrawn from the accelerated program. The student would then be required to fulfill any remaining undergraduate major requirements to earn the bachelor's degree. In addition, the MA degree requires a year-long supervised internship experience in an appropriate setting.~~

~~Students pay undergraduate tuition rates up to their 120-credit mark. Subsequent coursework will be paid at the graduate tuition rate. This accelerated program is intended to be done as a full-time student but if a student opts to attend part-time, the tuition rate appropriate to the level of course(s) will be charged.~~

FOUNDATION COURSES

(Subtotal: 3-6 cr.)

Required

PSY 101 Introduction to Psychology

Note: PSY 101 can be taken as part of the General Education Requirements in the Flexible Core: Individual and Society area.

Select One Depending on Math Placement

MAT 108 Social Science Math

OR

MAT 141 Pre-calculus

Advisor's recommendation: MAT 108 or MAT 141 satisfies the Required Core: Mathematics and Quantitative Reasoning area of the Gen Ed Program. Students can place out of this requirement or use a

higher-level math course to satisfy the requirement such as **MAT 151** ~~MAT 241~~ Calculus I or **MAT 152** ~~MAT 242~~ Calculus II or **MAT 253** ~~MAT 243~~ Calculus III.

PART ONE. Core Courses

(Subtotal: 22 cr.)

Required

PSY 200 Cognitive Psychology

PSY 221 Social Psychology

PSY 231 Developmental Psychology

PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology)

PSY 311 Research Methods in Psychology (4 cr.)

PSY 370/LAW 370 Psychology and the Law

STA 250 Principles and Methods of Statistics

Part Two. Core Electives

(Subtotal: 6 cr.)

Select one

PSY 320 Brain and Behavior

PSY 324 Sensation and Perception

PSY 327 Learning and Memory

PSY 329 History of Psychology

PSY 352 Multicultural Psychology

Required

PSY 741 Theories of Personality and Counseling

Note: Students complete PSY 741 as part of the graduate program, this course subs back into the UG portion of the program in Degree Works.

PART THREE. General Psychology Electives

(Subtotal: 9 cr. ~~6 cr.~~)

Three of these graduate course count back here:

Required

PSY 700 Mental Health Professionals, Social Science and the Law

PSY 755 Introduction to Forensic Mental Health Counseling

Choose one.

PSY 701 Criminal Behavior

OR

PSY 705 Victimology

Note: Students complete PSY 700, **PSY 701 or PSY 705**, and PSY 755 as part of the graduate program.
These three courses substitute into the UG portion of the program in Degree Works.

PART FOUR. Capstone Requirements (Subtotal: 3 cr. ~~6 cr.~~)**Select one**

PSY 701 Criminal Behavior

PSY 705 Victimology

Note: PSY 701 or PSY 755 will be taken as part of the graduate program and substitute.

Select one Undergraduate Capstone course

~~PSY 421 Forensic Social and Experimental Psychology~~

PSY 425 Seminar in Forensic Psychology (rev title: Senior Seminar: Social/Experimental Forensic Psychology)

PSY 430 Clinical Topics in Forensic Psychology (rev title: Senior Seminar: Clinical Forensic Psychology)

~~PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System~~

PSY 482 Senior Seminar: Psychology and the Public Good (was Selected Topics in Psychology)

PSY 485 Advanced Undergraduate Research Experience in Psychology

UNDERGRADUATE ELECTIVES

Students must complete 23-32 credits of electives to fulfill the undergraduate portion of the degree program. Students have free choice of electives for the additional credits. Students may opt to complete a minor with their elective credits.

MA in Forensic Mental Health Counseling (Subtotal: 60 cr.)**Required Core Courses (Subtotal: 36 cr.)**

PSY 700 Mental Health Professionals, Social Science and the Law

PSY 715 Research Design and Methods

PSY 731 Human Growth and Development

PSY 741 Theories of Personality and Counseling

PSY 745 Psychopathology

PSY 755 Introduction to Forensic Mental Health Counseling

PSY 760 Counseling and Psychotherapy Methods

PSY 761 Clinical Interviewing and Assessment

PSY 765 Group Dynamics and Group Treatment
 PSY 769 Intermediate Statistics in the Social Sciences
 PSY 795 Introduction to Assessment

Required Supervised Internship (Subtotal: 6 cr.)

PSY 780 Fieldwork in Counseling I
 PSY 781 Fieldwork in Counseling II

Forensic Mental Health ~~Thesis Track~~ Electives

(Subtotal: 18 cr.)

Non-thesis students complete 18 credits of electives; thesis students complete 9 credits of electives below. Students who want to complete the Thesis Track are required to complete these three courses as part of their elective choices: (moved from below)

Required for Thesis Track

PSY 737 Descriptive and Statistical Data Analysis in Psychology
 PSY 738 Advanced Research Methods
 PSY 791 Prospectus Seminar

Notes: Students who plan on getting licensed outside of New York State should consult with those state agencies on their choices of electives which may differ from NYS requirements. Please consult with the program advisor when choosing electives.

All departmental courses numbered 800-899 also satisfy forensic mental health counseling elective courses. (moved from below).

Forensic Mental Health Electives

PSY 701 Criminal Behavior
 PSY 703 Violence and Aggression
 PSY 705 Victimology
 PSY 707 Counseling and Rehabilitation of the Offender
 PSY 708 Crisis Intervention and Short-term Counseling
 PSY 714 Alcoholism and Substance Abuse
 PSY 716 Counseling of the Juvenile Offender
 PSY 718 Social Science Evidence in Court
 PSY 720 Social Psychology and the Legal System
 PSY 722 Evaluation and Counseling of the Sex Offender
 PSY 726 Mental Health Issues in Policing
 PSY 727 Eyewitness Identification
 PSY 729 Terrorism
 PSY 730 Ethical Issues in Forensic Mental Health

PSY 733 Dissociation and Trauma
 PSY 734 Criminal Psychological Assessment
 PSY 739 Clinical Crime Scene Analysis
 PSY 742 Family Violence and Disputes
 PSY 746 Empirical Profiling Methods
 PSY 748 Empirical Crime Scene Analysis
 PSY 751 Intellectual and Cognitive Assessment
 PSY 752 Projective Personality Assessment
 PSY 753 Objective Personality Assessment
 PSY 754 Advanced Forensic Assessment
 PSY 766 Personality Profiles of the Homicidal Offender
 PSY 773 Child Abuse and Neglect
 PSY 774 Advanced Issues in Victim Counseling and Psychotherapy
 PSY 779 Brian and Behavior
 PSY 790 Psychology Seminar in Selected Topics

~~Non-thesis students complete 18 credits of electives; thesis students complete 9 credits of electives. (moved to beginning of electives section).~~

Students who wish to pursue a specialization in Victim Counseling can select [PSY 705](#), [PSY 708](#), [PSY 733](#), [PSY 742](#), [PSY 773](#) and [PSY 774](#) to complete their electives. Students wishing to do the CASAC Track can select [CRJ 714](#), [PSY 714](#) and [PSY 730](#) as electives. See the MA in Mental Health Counseling [add link: <https://jjay.smartcatalogiq.com/current/graduate-bulletin/degrees-offered/forensic-mental-health-counseling-master-of-arts>] in the Graduate Bulletin for more information.

~~All departmental courses numbered 800-899 also satisfy forensic mental health counseling elective courses. (moved to beginning of elective section above).~~

Total Credit Hours: 165



NEW YORK STATE EDUCATION DEPARTMENT
Office of Higher Education—Office of College and University Evaluation
89 Washington Avenue, Albany, NY 12234
(518) 474-1551 Fax: (518) 486-2779
<http://www.highered.nysed.gov/ocue/>
OCURevAdmin@nysed.gov

Request to Change or Adapt a Registered Program

Item	Response (type in the requested information)
Institution name and address	<p>John Jay College of Criminal Justice 524 W. 59th Street, New York, NY 10019</p> <p><i>Additional information:</i></p> <ul style="list-style-type: none"> Specify campus where program is offered, if other than the main campus: N/A
Identify the program you wish to change	<p>Program title: Postgraduate Cert in Forensic Psychology</p> <p><u>Award</u> (e.g., B.A., M.S.): Advanced Certificate</p> <p>Credits: 18 cr.</p> <p><u>HEGIS code</u>: 2099.00</p> <p><u>Program code</u>: 33153</p>
Contact person for this proposal	<p>Name and title: Katherine Killoran, Associate Dean of Academic Programs</p> <p>Telephone: 212-237-8263 E-mail: kkilloran@jjay.cuny.edu</p>
CEO (or designee) approval	<p>Name and title: Dr. Allison Pease, Provost and Senior Vice President of Academic Affairs</p> <p>Signature and date: <i>Allison Pease</i>, October 28, 2025</p>
<i>Signature affirms the institution's commitment to support the program as revised.</i>	If the program will be registered jointly with another institution, provide the following information:
	<p>Partner institution's name: N/A</p> <p>Name and title of partner institution's CEO: N/A</p> <p>Signature of partner institution's CEO: N/A</p>

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

Check all changes that apply and provide the requested information.

Changes in Program Content (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

- ☐ Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
- ☐ Changes in a program's focus or design
- ☐ Adding or eliminating an option or concentration
- ☐ Eliminating a requirement for program completion
- ☐ Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

- ☐ **Program title**
- ☐ **Program award**
- ☐ **Mode of Delivery** (**Note:** if the change includes adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format To a New or Registered Program](#).)
- ☒ **Discontinuing a program:** indicate the date by which the program will be discontinued.¹

John Jay College of Criminal Justice seeks to discontinue our Postgraduate Certificate in Forensic Psychology, effective immediately. This is a zero-enrolled program and CUNY is encouraging colleges to officially discontinue these programs. Originally, this certificate was developed to permit applicants with a clinical graduate degree to receive additional forensic training and focus on the subspecialty of their choice. The postgraduate certificate is designed primarily for those applicants who have already received a master's or a doctoral degree in psychology, social work, counseling or a related field. The certificate never performed as expected and struggled to find enrollment. Most advanced certificates are 12 credits so this one requiring 18 credits is weighty. And students struggle to finance advanced certificates. Students interested in preparation in forensic psychology or forensic mental health counseling are better served by our master's degrees in those areas. The faculty members who created the program (Drs. Wulach and Raghavan) support this closure.

¹ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

No place holder or teach out plan is needed as no students are enrolled and we stopped admission to this certificate several years ago.

[] **Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

- a) Indicate proposed format:
 - b) Describe availability of courses and any change in faculty, resources, or support services:
 - c) Use the Sample Program Schedule in the [Application for Registration of a New Program](#) to show the sequencing and scheduling of courses in the program.
 - d) If the revised program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
 - e) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.
-

Establishing New Programs Based on Existing Registered Programs

[] **Creating a dual-degree program** from existing registered programs

- a) Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

- b) Proposed dual-degree program (title and award):²
- c) Courses that will be counted toward both awards:
- d) Length of time for candidates to complete the proposed program:
- e) Use Task 3: Sample Program Schedule from [Application for Registration of a New Program](#) to show the sequencing and scheduling of courses in the dual-degree program.

[] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- a) Information from the [Application for Registration of a New Program](#):
- Task 1 and Task 2a
 - Task 3 - Sample Program Schedule
 - Task 4 - Faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:
- c) Expected impact on existing program:
- d) Adjustments the institution will make to its current resource allocations to support the program:
- e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program.

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

² Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

New Course Proposal Form

Date Submitted: 10/30/25

When completed, email the proposal form **in one file attachment** for UCASC/CGS consideration and scheduling to kkilloran@jjay.cuny.edu.

1. a. **Department(s) or program(s)** proposing this course: ICJ MA Program

b. **Name** and contact information of proposer(s):

Professor: Gohar A. Petrossian, Ph.D.

Office hours: By appointment

Office: Haaren Hall, Room 636.16

Phone: 212.393.6409

E-mail: gpetrossian@jjay.cuny.edu

2. a. **Title of the course:** Digital technologies and wildlife trafficking

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): **Digital wildlife trafficking**

c. **Level** of this course: __100 Level __200 Level __300 Level __400 Level __ **GradX**

Please provide a brief rationale for why the course is at the level (not required for Graduate courses): N/A

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): _____ICJ_____

3. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

Our Advanced Certificate in Transnational and Cyber Organized Crime focuses not only traditional transnational crimes but also on cyber and cyber-enabled organized criminal activities. The role of technologies plays a very important role in the evolution of various forms of transnational crimes, including wildlife trafficking. This course is very relevant for our IC&J MA program as well as for our advanced certificate program.

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This interdisciplinary course examines wildlife crime and its intersection with digital technologies, focusing on how the cyberspace enables the illegal trade in wildlife. The course will explore the

challenges of policing in such spaces, and the innovative emerging analytical and technological responses and methods that have been implemented to counter these threats. Students will engage with both theoretical and applied perspectives, critically evaluating case studies of online wildlife trafficking, the evolution of digital criminal markets, and the ethical and policy dilemmas posed by surveillance and enforcement in virtual environments. The impact of this crime on both conservation and law enforcement efforts will be one of the overarching themes throughout this course.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites): None; Enrollment requirement: Matriculated in the International Crime and Justice-MA or the Advanced Certificate in Transnational and Cyber Organized Crime

6. Number of:

- a. Class hours 3
 b. Lab hours
 c. Credits 3

7. Has this course been taught on an **experimental basis**?

 X **No**

 Yes. If yes, then please provide:

- a. Semester(s) and year(s):
 b. Teacher(s):
 c. Enrollment(s):
 d. Prerequisites(s):

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

By the end of the course, students will be able to:

- Understand the larger environmental, economic, social, and security implications of wildlife crime
- Explain how digital technologies facilitate wildlife crime across online platforms.
- Critically assess empirical research on online wildlife trafficking and how digital tools have been used to identify, monitor, and disrupt this crime.
- Critically evaluate digital marketplaces, online platforms, and existing technologies that facilitate wildlife crime online.
- Debate the ethical and policy implications of digital surveillance in conservation and crime prevention.

9. Will this course be part of any **major(s), minor(s) or program(s) or graduate program(s)**?

 No X Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

International Crime & Justice MA Program elective and the Advanced Certificate in Transnational and Cyber Organized Crime elective.

10. Will this course be part of JJ's **general education program**? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core or the JJ's College Option form)

No ☒ Yes ☐ If yes, please indicate the area:

11. How will you **assess student learning**?

WRITTEN ASSIGNMENTS (5). There will be five short (500-1500-word) assignments for this course. All assignments are due on Brightspace on the due date in EST. Late assignments will have their grade reduced by one letter grade (A to B) for every 24 hours following the due date. If you are travelling or are in a different time zone, it is your responsibility to submit the assignment at the specified time (EST). All assignment instructions, guidelines, and outlines will be uploaded on Brightspace at least two weeks in advance of the due date, therefore, it is advised that you start working on these assignments sooner than later. Email submissions of the assignment will not be accepted.

DATA ANALYSIS REPORTS (3). Students will be responsible for completing three (3) data analysis report over the semester. These papers will focus on analyzing and reporting on data related to online wildlife crime/trafficking online (e.g. <https://www.wildlifetracker.org>; <https://www.ecosolve.eco/dashboard>; <https://wildlifedashboard.c4ads.org/home/about>; UNODC's Sherlock Caselaw Database on Crimes that Affect the Environment). For each report, students will be asked to focus on a species or wildlife crime problem (sales or purchase) and draft an analytical piece that involves a research question that can be answered analyzing data available on these online platforms.

DATA ANALYSIS REPORT PRESENTATION (1). Students will be required to provide a 5-7-minute short presentation of their data analysis reports at the end of this class, where they will have the opportunity to discuss the wildlife crime problem they have studied, the type of data they have analyzed, and the main insights they have gained from the analyses of the data. They will also be expected to answer in-class questions from their peers and the professor, thus the students are expected to demonstrate thorough knowledge about the problem they have selected to analyze.

CLASS PARTICIPATION. Students are expected to contribute meaningfully, constructively, and intellectually to class discussions. Participation involves not only engaging with class discussion on the topic of the day and presenting their research to peers, but also providing respectful, thoughtful, and constructive feedback to peers on their presentations.

12. Did you meet with a librarian to discuss **library resources** for the course?

Yes ☒ No ☐

- If yes, please state the librarian's name: Kathleen Colins & Maria Kiriakova_
- Are there adequate resources in the library to support students' work in the course

Yes ☒ No ☐

- Will your students be expected to use any of the following library resources? Check all that apply.

- | | |
|--|--|
| ➤ The library catalog, CUNY+ <input checked="" type="checkbox"/> ___ | ➤ Criminal Justice Abstracts <input checked="" type="checkbox"/> ___ |
| ➤ EBSCOhost Academic Search Complete <input checked="" type="checkbox"/> ___ | ➤ PsycINFO <input type="checkbox"/> ___ |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <input checked="" type="checkbox"/> ___ | ➤ Sociological Abstracts <input checked="" type="checkbox"/> ___ |
| ➤ LexisNexis Universe <input checked="" type="checkbox"/> ___ | ➤ JSTOR <input checked="" type="checkbox"/> ___ |
| | ➤ SCOPUS <input checked="" type="checkbox"/> ___ |
| | ➤ Other (please name) _____ |

13. **Syllabus – see below**

14. Date of **Department or Program Curriculum Committee** approval: September 22nd, 2025 (ICJ CC) & September 29th, 2025 (ICJ Gov Committee)

15. **Faculty** - Who will be assigned to teach this course? Professor Gohar A. Petrossian, Ph.D.

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s) or programs**? How does this course **differ**?

☒___ No

☐___ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

☒___ Not applicable

☐___ No

☐___ Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?

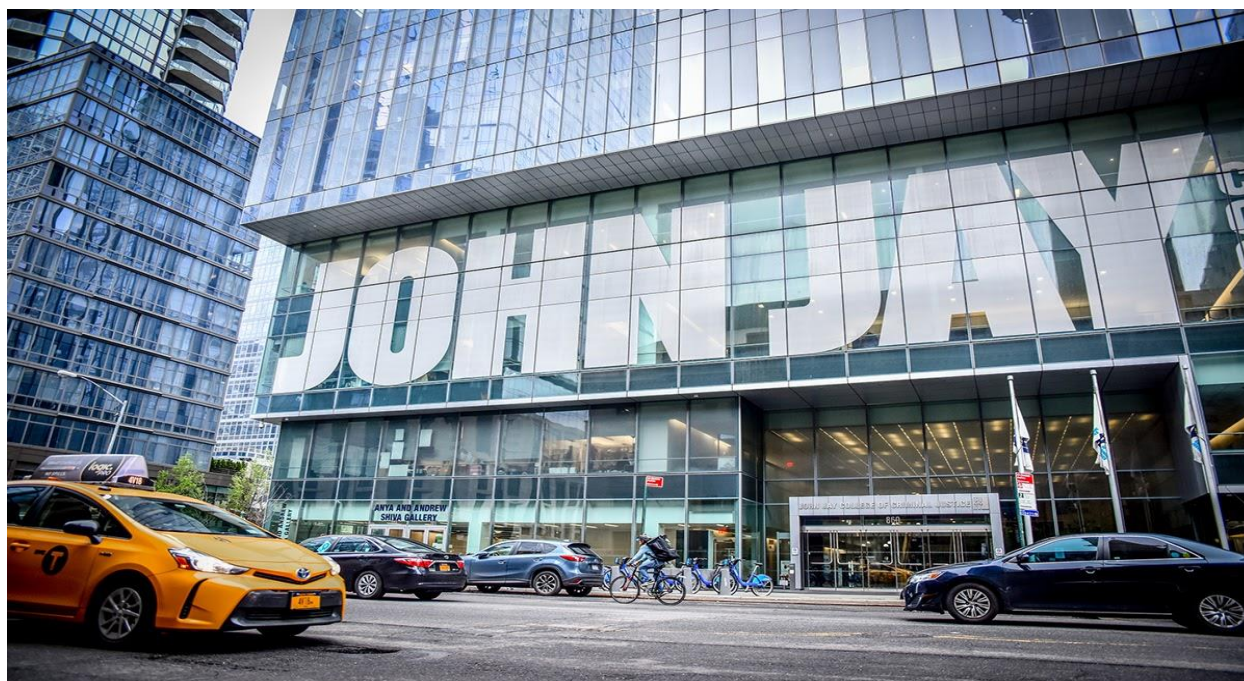
☒___ No

☐___ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Jana Arsovska, PhD.

Program Director, International Crime & Justice-MA



COURSE

ICJ 7YY (723): DIGITAL TECHNOLOGIES AND WILDLIFE CRIME

Professor: Gohar A. Petrossian, Ph.D.

Office hours: By appointment

Office: Haaren Hall, Room 636.16

Phone: 212.393.6409

E-mail: gpetrossian@jjay.cuny.edu

Semester:	TBD
Class Time:	TBD
Class Location:	TBD

Americans with Disabilities Act (ADA) CUNY Accommodations Policy: Students who believe that they may need an accommodation due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in room L.66 NB (212-237-8031 or accessibilityservices@jjay.cuny.edu). Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

COURSE OVERVIEW

Wildlife trafficking is one of the most serious crimes of our century. It disproportionately harms vulnerable communities, exacerbating existing inequalities. Wildlife crime is often carried out by criminal networks that profit from illegal trade (both traditional and online), destabilizes ecosystems, contributes to biodiversity loss, and often converges with other organized crimes, like drug and human trafficking.

The proliferation of digital technologies has transformed the way wildlife crime is carried out by motivated offenders and detected by law enforcement officers. Social media platforms, such as Facebook, Instagram, online marketplaces, such as Ebay, Etsy, Facebook, encrypted messaging applications, such as WhatsApp, and online video streaming sites, such as YouTube, TikTok, Instagram provide traffickers with new opportunities to advertise, negotiate, and sell wildlife products online with significant global reach and relative anonymity. However, recent years have seen a proliferation of research in this realm from a variety of fields, including computer science and data science, conservation criminology, and conservation science and ecology, where researchers used advanced digital tools, such as AI-driven image recognition, large-language models, web-scraping technologies, and digital ethnography, to monitor, investigate, and disrupt these crimes committed online.

COURSE DESCRIPTION

This interdisciplinary course examines wildlife crime and its intersection with digital technologies, focusing on how the cyberspace enables the illegal trade in wildlife. The course will explore the challenges of policing in such spaces, and the innovative emerging analytical and technological responses and methods that have been implemented to counter these threats. Students will engage with both theoretical and applied perspectives, critically evaluating case studies of online wildlife trafficking, the evolution of digital criminal markets, and the ethical and policy dilemmas posed by surveillance and enforcement in virtual environments. The impact of this crime on both conservation and law enforcement efforts will be one of the overarching themes throughout this course.

LEARNING OUTCOMES

By the end of the course, students will be able to:

- Understand the larger environmental, economic, social, and security implications of wildlife crime
- Explain how digital technologies facilitate wildlife crime across online platforms.
- Critically assess empirical research on online wildlife trafficking and how digital tools have been used to identify, monitor, and disrupt this crime.
- Critically evaluate digital marketplaces, online platforms, and existing technologies that facilitate wildlife crime online.
- Debate the ethical and policy implications of digital surveillance in conservation and crime prevention.

REQUIRED READINGS

This course does not have a required textbook, however, it has a great deal of readings of scientific literature, government and non-governmental reports and other grey literature, and online website content. All of these materials will be available on Brightspace.

GRADE WEIGHTS AND CONVERSION

Grade Calculation

Written Assignments (5)	50%
Data Analysis Reports (3)	15%
Data Analysis Report Presentations	15%
Class Participation	20%

A	93 - 100	C+	77 - 79
A-	90 - 92	C	73 - 76
B+	87 - 89	C-	70 - 72
B	83 - 86	F	Below 70
B-	80 - 82		

COURSE REQUIREMENTS

WRITTEN ASSIGNMENTS (5). There will be **five** short (500-1500-word) assignments for this course. All assignments are due on Brightspace on the due date in EST. Late assignments will have their grade reduced by one letter grade (A to B) for every 24 hours following the due date. If you are travelling or are in a different time zone, it is your responsibility to submit the assignment at the specified time (EST). All assignment instructions, guidelines, and outlines will be uploaded on Brightspace at least two weeks in advance of the due date, therefore, it is advised that you start working on these assignments sooner than later. Email submissions of the assignment will not be accepted.

DATA ANALYSIS REPORTS (3). Students will be responsible for completing three (3) data analysis report over the semester. These papers will focus on analyzing and reporting on data related to online wildlife crime/trafficking online (e.g. <https://www.wildlifetracker.org>; <https://www.ecosolve.eco/dashboard>; <https://wildlifedashboard.c4ads.org/home/about>; UNODC's Sherlock Caselaw Database on Crimes that Affect the Environment). For each report, students will be asked to focus on a species or wildlife crime problem (sales or purchase) and draft an analytical piece that involves a research question that can be answered analyzing data available on these online platforms.

DATA ANALYSIS REPORT PRESENTATION (1). Students will be required to provide a 5-7-minute short presentation of their data analysis reports at the end of this class, where they will have the opportunity to discuss the wildlife crime problem they have studied, the type of data they have analyzed, and the main insights they have gained from the analyses of the data. They will also be expected to answer in-class questions from their peers and the professor, thus the students are expected to demonstrate thorough knowledge about the problem they have selected to analyze.

CLASS PARTICIPATION. Students are expected to contribute meaningfully, constructively, and intellectually to class discussions. Participation involves not only engaging with class discussion on the topic of the day and presenting their research to peers, but also providing respectful, thoughtful, and constructive feedback to peers on their presentations.

COURSE EXPECTATIONS

CLASS ATTENDANCE. As a graduate course, I do not feel it is necessary to define and enforce a class attendance policy. Students who do not attend class are responsible for getting lecture notes from another person in the class and to visit me during my scheduled office hours if they have questions on missed materials.

TARDINESS. I anticipate that class will start each week at the scheduled time. If students are tardy for class for excused reasons, it is understood that they will demonstrate respect for other members of the class by creating as little disruption as possible when entering the room and finding a seat.

CLASSROOM BEHAVIOR. At the graduate student level, much of this should go without saying:

- All phones/pagers/music players or any other technology that could be disruptive to the class should be silenced prior to class starting.
- If you must answer the phone, seat yourself in a location where you can quickly exit the room to address the call.

- When we have our weekly in-class assignments, students may be assigned to work individually or in pairs. Regardless, voices should be kept low so as not disturb others working on the assignment.

CHEATING AND/OR PLAGIARISM. At the graduate level, cheating and plagiarism (see below) will not be tolerated. Any student found to be cheating or engaged in any academic dishonesty (including the use of AI technologies in their assignments) will receive a failing grade for the semester, as well as have the infraction reported to the Office of Student Integrity.

1.1 Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, artificial intelligence (AI) systems, or communication during an academic exercise.

Examples of cheating include, but are not limited to:

- Copying from another person or from a generative AI system or allowing others to copy work submitted for credit or a grade. This includes uploading work or submitting class assignments or exams to third party platforms and websites beyond those assigned for the class, such as commercial homework aggregators, without the proper authorization of a professor. Any use of generative AI tools must be in line with the usage policy for specific assignments as defined in the course syllabus and/or communicated by the course instructor.
- Using artificial intelligence tools or systems, such as language models or code generators, to generate content for assignments or exams without written authorization from the instructor.
- Unauthorized collaboration on assignments or examinations.
- Taking an examination or completing an assignment for another person or asking or allowing someone else to take an examination or complete an assignment for you, including exams taken on a home computer.
- Submitting content generated by another person or an AI system or tool or other sources as solely your own work, including, but not limited to, material obtained in whole or in part from commercial study or homework help websites, or content generated or altered by AI or digital paraphrasing tools without proper citation.
- Fabricating and/or falsifying data (in whole or in part).
- Giving assistance to acts of academic misconduct/dishonesty.
- Altering a response on a previously graded exam or assignment and then attempting to return it for more credit or a higher grade without permission from the instructor.
- Submitting substantial portions of a paper or assignment to more than one course for credit without permission from each instructor.
- Unauthorized use during an examination of notes, prepared answers, or any electronic devices such as cell phones, computers, smart watches, or other technologies to copy, retrieve, generate, or send information.

1.2. Plagiarism is the act of presenting another's ideas, research or writing, including computer generated content, as if it were your own. Examples of plagiarism include, but are not limited to:

- Copying another person's or an AI system's actual words or images without the use of quotation marks and /or using these without citations and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including:
 - Submitting downloaded term papers or parts of term papers;
 - Paraphrasing or copying information from the internet without citing the source;

- “Cutting & pasting” from various sources without proper attribution;
- Presenting computer-generated content as original to the student and without proper attribution
- Unauthorized use of AI-generated content; or use of AI-generated content, whether in whole or in part, even when paraphrased, without citing the AI as the source.

(From:

<https://jjay.smartcatalogiq.com/en/2024-2025/undergraduate-bulletin/academic-standards-and-policies/academic-standards/academic-integrity>)

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. For additional definitions: <http://www.jjay.cuny.edu/762.php>

Additionally, you must consult John Jay College’s “AI Responsible Use Guidelines” to learn about what is and what is not allowed use of AI technologies in a classroom. See: https://www.jjay.cuny.edu/sites/default/files/2024-05/REF_AI%20Responsible%20Use%20Guidelines_May%201%202024.pdf

CLASS CALENDAR ¹			
WEEK	DATE	TOPICS AND ASSIGNED READINGS	ASST DUE
PART I: FOUNDATIONS			
Week 1	TBD	<p>Into the Wild: Understanding Wildlife Crime</p> <p><u>Wildlife Crime:</u> definitions, global scope, drivers, impacts on security, societies, biodiversity, economies.</p> <ul style="list-style-type: none"> • UNODC (2024). Global wildlife crime report. Available at https://www.unodc.org/cofrb/uploads/documents/ECOS/World_Wildlife_Crime_Report_2024.pdf • Hutchinson, A. (2023). Global scoping of wildlife crime offences, penalties, and statistics. <i>The Global Journal of Animal Law</i>, 11(1). • van Uhm, D. P. (2018). Wildlife crime and security. <i>Transnational crime and global security [2 volumes]</i>, 73. • Wyatt, T. (2021). <i>Wildlife trafficking: A deconstruction of the crime, victims and offenders</i>. Springer Nature. • Narreddy, V., & Shashidhar, E. S. (2024). Wildlife crime: causes, consequences, and countermeasures: A review. <i>International Journal of Science and Research Archive</i>, 11(1), 1773-1786. <p><u>Convergence with Other Serious Crimes:</u> drug trafficking, money laundering, corruption, document fraud, etc...</p> <ul style="list-style-type: none"> • Anagnostou, M., & Doberstein, B. (2022). Illegal wildlife trade and other organised crime: A scoping review. <i>Ambio</i>, 51(7), 1615-1631. • Moreto, W. D., & Van Uhm, D. P. (2021). Nested complex crime: Assessing the convergence of wildlife trafficking, organized crime and loose criminal networks. <i>The British Journal of Criminology</i>, 61(5), 1334-1353. <p><u>Key Conventions:</u> UNTOC, CITES, the Budapest Convention on Cybercrime</p> <ul style="list-style-type: none"> • <i>Convention on International Trade in Endangered Species of Wild Fauna and Flora</i>, Mar. 3, 1973, 993 U.N.T.S. 243 (entered into force July 1, 1975). • <i>United Nations Convention against Transnational Organized Crime</i>, Nov. 15, 2000, 2225 U.N.T.S. 209 (entered into force Sept. 29, 2003). Also see 	

¹ This calendar is subject to change at the discretion of the professor. A revised calendar will be provided to the students when/if such revisions are necessary.

		<p>https://www.unodc.org/unodc/en/treaties/CTOC/CAE_IEG_2025.html</p> <ul style="list-style-type: none"> • <i>The 2001 Budapest Convention on Cybercrime. (Budapest, 23.XI.2001). ETS No.185. (entered into force July 1, 2004)</i> <p><u>Key Enforcement Actors: (INTERPOL, WCO, ICCWC)</u></p> <p>https://www.interpol.int https://www.wcoomd.org https://cites.org/iccwc</p>	
Week 2	TBD	<p>Theoretical Explanations of Cyber-Enabled Wildlife Crime</p> <p><u>Environmental Criminology and Online Wildlife Crime</u></p> <ul style="list-style-type: none"> • Lavorgna, A. (2014). Wildlife trafficking in the Internet age. <i>Crime Science</i>, 3(1), 5. <p><u>Economics of Online Wildlife Markets</u></p> <ul style="list-style-type: none"> • Sung, Y.-H., & Fong, J. J. (2018). <i>Assessing consumer trends and illegal activity by monitoring the online wildlife trade.</i> Biological Conservation, 227, 219–225. (Demand/market signals via online monitoring.) • Liew, J. H., et al. (2021). <i>International socioeconomic inequality drives trade patterns in the global wildlife market.</i> PLOS Biology, 19(5), e3001235. (Macro-drivers of wildlife trade flows; useful for demand/supply context.) <p><u>Conservation and Ecology</u></p> <ul style="list-style-type: none"> • Soriano-Redondo, A., et al. (2023). <i>Online wildlife trade in species of conservation concern across multiple platforms.</i> Conservation Letters, 16(5), e12985. (Automated cross-platform detection; prevalence patterns.) • Lischka, S. A., Teel, T. L., Johnson, H. E., Reed, S. E., Breck, S., Carlos, A. D., & Crooks, K. R. (2018). A conceptual model for the integration of social and ecological information to understand human-wildlife interactions. <i>Biological Conservation</i>, 225, 80-87. 	

		<u>Cybersecurity Threats and Wildlife Crime</u> <ul style="list-style-type: none"> Haas, T. C. (2023). Adapting cybersecurity practice to reduce wildlife cybercrime. <i>Journal of Cybersecurity</i>, 9(1), tyad004. 	
Week 3	TBD	From Forests to Firewalls: Wildlife Crime's Digital Shift <u>The Move Online:</u> the migration of wildlife crime from physical markets to cyberspace <ul style="list-style-type: none"> Von Essen, E., Turnbull, J., Searle, A., Jørgensen, F. A., Hofmeester, T. R., & van der Wal, R. (2023). Wildlife in the Digital Anthropocene: Examining human-animal relations through surveillance technologies. <i>Environment and Planning E: Nature and Space</i>, 6(1), 679-699. Lavorgna, A. (2014). Wildlife trafficking in the Internet age. <i>Crime Science</i>, 3(1), 5. <u>COVID-19 Acceleration:</u> Lockdowns, rising digital adoption, and the emergence of online marketplaces for wildlife <ul style="list-style-type: none"> Anagnostou, M., Moreto, W. D., Gardner, C. J., & Doberstein, B. (2021). Poverty, pandemics, and wildlife crime. <i>Conservation and Society</i>, 19(4), 294-306. Doody, J. S., Reid, J. A., Bilali, K., Diaz, J., & Mattheus, N. (2021). In the post-COVID-19 era, is the illegal wildlife trade the most serious form of trafficking? <i>Crime Science</i>, 10(1), 19. Beirne, P. (2021). Wildlife trade and COVID-19: Towards a criminology of anthropogenic pathogen spillover. <i>The British Journal of Criminology</i>, 61(3), 607-626. Joglekar, Y. (2021). Environmental crimes: effect of COVID-19 on non-human victims. <i>Journal of Victimology and Victim Justice</i>, 4(1), 33-40. 	WA ² #1
Week 4	TBD	Typologies of Online Wildlife Trade <u>Categories of Digital Wildlife Crime:</u> live animals as exotic pets, body parts, and luxury products. <ul style="list-style-type: none"> Harrington, L. A., Auliya, M., Eckman, H., Harrington, A. P., Macdonald, D. W., & D'Cruze, N. (2021). Live wild animal exports to supply the exotic pet trade: A case study from Togo using publicly 	

² WA= Written Assignment

		<p>available social media data. <i>Conservation Science and Practice</i>, 3(7), e430.</p> <ul style="list-style-type: none"> • Tripoli, M., & Schmidhuber, J. (2020). Optimising traceability in trade for live animals and animal products with digital technologies. <i>Rev. Sci. Tech</i>, 39(1), 235-244. • Sung, Y. H., & Fong, J. J. (2018). Assessing consumer trends and illegal activity by monitoring the online wildlife trade. <i>Biological conservation</i>, 227, 219-225. 	
PART II: PLATFORMS, MARKETS, MEDIA			
Week 5	TBD	<p>Social Media and Wildlife Crime</p> <p><u>Social Platforms:</u> advertising, demand creation, exotic pet selfies</p> <ul style="list-style-type: none"> • Kim, A. D., & Truong, P. H. (2023, June). Luxury Ecotourism: The Benefits of using Social Media Platforms. In <i>Proceedings of the International Conference on Tourism Research</i>. Academic Conferences and Publishing International Limited. • Lenzi, C., Speiran, S., & Grasso, C. (2020). “Let me take a selfie”: Implications of social media for public perceptions of wild animals. <i>Society & Animals</i>, 31(1), 64-83. • Rizzolo, J. B. (2020). The Rise of selfie safaris and the future (s) of wildlife tourism. <i>Wildlife Tourism Futures; Channel View Publications: Bristol, UK</i>. <p><u>Online Marketplaces:</u> open sales of protected live wildlife and wildlife derivatives on Facebook, Ebay, Etsy, Craigslist, etc...</p> <ul style="list-style-type: none"> • Xu, Q., Cai, M., & Mackey, T. K. (2020). The illegal wildlife digital market: an analysis of Chinese wildlife marketing and sale on Facebook. <i>Environmental conservation</i>, 47(3), 206-212. • Wyatt, T., Miralles, O., Massé, F., Lima, R., da Costa, T. V., & Giovanini, D. (2022). Wildlife trafficking via social media in Brazil. <i>Biological Conservation</i>, 265, 109420. • Hunter, S. B. (2024). <i>The exploitation of wild species globally: exploiting the internet for data</i> (Doctoral dissertation, University of Sussex). 	WA#2

		<ul style="list-style-type: none"> Chakraborty, S., Roberts, S. N., Petrossian, G. A., Sosnowski, M., Freire, J., & Jacquet, J. (2025). Prevalence of endangered shark trophies in automated detection of the online wildlife trade. <i>Biological Conservation</i>, 304, 110992. 	
Week 6	TBD	<p>How Clear or Dark is the Wildlife Trade Online?</p> <p>The Prevalence of the Trade on the <u>Clear and Dark Webs</u></p> <ul style="list-style-type: none"> Harrison, J. R., Roberts, D. L., & Hernandez-Castro, J. (2016). Assessing the extent and nature of wildlife trade on the dark web. <i>Conservation Biology</i>, 30(4), 900-904. Roberts, D. L., & Hernandez-Castro, J. (2017). Bycatch and illegal wildlife trade on the dark web. <i>Oryx</i>, 51(3), 393-394. Stringham, O. C., Maher, J., Lassaline, C. R., Wood, L., Moncayo, S., Toomes, A., ... & Cassey, P. (2023). The dark web trades wildlife, but mostly for use as drugs. <i>People and Nature</i>, 5(3), 999-1009. Perdue, R. T. (2021). Who needs the dark web? Exploring the trade in critically endangered plants on eBay. <i>American Journal of Criminal Justice</i>, 46(6), 1006-1017. <p><u>Encrypted Messaging Tools: WhatsApp, Telegram, WeChat and their use in illicit transactions</u></p> <ul style="list-style-type: none"> Sardari, P., Felfelian, F., Mohammadi, A., Nayeri, D., & Davis, E. O. (2022). Evidence on the role of social media in the illegal trade of Iranian wildlife. <i>Conservation Science and Practice</i>, 4(7), e12725. Salas-Picazo, R. I., Ramírez-Bravo, O. E., Meza-Padilla, I., & Camargo-Rivera, E. E. (2023). The role of social media groups on illegal wildlife trade in four Mexican states: A year-long assessment. <i>Global Ecology and Conservation</i>, 45, e02539. Shanee, N., Keren, A., Anca, E. D., Fredman, T., Polansky, O., & Cohen Paran, Y. (2025). The Dynamics of Online Wildlife Trade, Crime and Law Enforcement in Israel. <i>Journal of International Wildlife Law & Policy</i>, 28(1), 62-91. 	
Week 7	TBD	<p>Video Streaming and the Digital Hype</p> <p>How YouTube, TikTok, Instagram, and livestreaming shape <u>wildlife demand</u>.</p>	WA#3

		<ul style="list-style-type: none"> Gondhali, U., & Petrossian, G. A. (2023). Hidden in Plain Sight: investigating the illegal trade of medical products derived from the spiny-tailed lizard (<i>Uromastyx</i> spp.) Through the surface web. <i>Forensic Science International: Animals and Environments</i>, 4, 100072. Gondhali, U., Merzon, A., Nunphong, T., Lo, T. Y., Liu, Y. H., & Petrossian, G. A. (2024). Crime script analysis of the illegal sales of spiny-tailed lizards on YouTube. <i>Crime Science</i>, 13(1), 8. Moloney, G. K., Tuke, J., Dal Grande, E., Nielsen, T., & Chaber, A. L. (2021). Is YouTube promoting the exotic pet trade? Analysis of the global public perception of popular YouTube videos featuring threatened exotic animals. <i>PLoS One</i>, 16(4), e0235451. <p><u>Negative Impacts of Digital Platforms:</u> glamorization, exotic pet trends, wildlife tourism, and consumerist framing of wildlife</p> <ul style="list-style-type: none"> van Uhm, D. P. (2018). The social construction of the value of wildlife: A green cultural criminological perspective. <i>Theoretical Criminology</i>, 22(3), 384-401. Kredens, C., & Vogt, C. A. (2023). A user-generated content analysis of tourists at wildlife tourism attractions. <i>Frontiers in Sustainable Tourism</i>, 2, 1090749. Agustin, H., Supriadi, D., & Hidayat, D. R. (2018, November). Digital Marketing in Unsustainable Wildlife Tourism (A Study on the Practice of Marketing Communication of Sea Turtles Observation Tourism). In <i>Journal of Physics: Conference Series</i> (Vol. 1114, No. 1, p. 012126). IOP Publishing. Von Essen, E., Lindsjö, J., & Berg, C. (2020). Instagranimal: Animal welfare and animal ethics challenges of animal-based tourism. <i>Animals</i>, 10(10), 1830. 	
PART III: CASE STUDIES BY SPECIES			
Week 8	TBD	<p>Giants on the Net: Elephants and Rhinos</p> <p><u>Online Ivory Markets:</u> pre- and post-ban enforcement, shifting sales to coded language, antiques, jewelry</p> <ul style="list-style-type: none"> Xiao, G., & Wang, S. (2018, July). Social Media and Luxury Product Purchase: Developing an Effective Strategy to Reduce the 	

		<p>Consumption of Ivory Products in China. In <i>Global Marketing Conference</i> (pp. 298-298).</p> <ul style="list-style-type: none"> Hernandez-Castro, J., & Roberts, D. L. (2015). Automatic detection of potentially illegal online sales of elephant ivory via data mining. <i>PeerJ Computer Science</i>, 1, e10. <p><u>Rhino Horn Trafficking: medicinal claims, luxury status, and coded advertising</u></p> <ul style="list-style-type: none"> Xiao, Y., Guan, J., & Xu, L. (2017). Traffic wildlife cybercrime in China. <i>TRAFFIC</i>. Shan, S., Ju, X., Wei, Y., & Wen, X. (2022). Concerned or apathetic? Using social media platform (Twitter) to gauge the public awareness about wildlife conservation: a case study of the illegal rhino trade. <i>International Journal of Environmental Research and Public Health</i>, 19(11), 6869. <p><u>Enforcement and Undercover Case Studies (TRAFFIC, INTERPOL, WWF and Global Initiative)</u></p> <ul style="list-style-type: none"> The EU Wildlife Cybercrime Project https://www.traffic.org/disrupting-wildlife-cybercriminals-in-the-european-union/?utm_source=chatgpt.com Coalition to End Wildlife Trafficking Online https://gijn.org/resource/illegal-wildlife-trafficking-chapter-2/?utm_source=chatgpt.com 	
Week 9	TBD	<p>Predators and Primates: Big Cats, Primates, and Pangolins</p> <p><u>Tigers and Lions: as exotic pets and in parts markets</u></p> <ul style="list-style-type: none"> Nijman, V., Morcatty, T., Smith, J. H., Atoussi, S., Shepherd, C. R., Sir P., ... & Bergin, D. (2019). Illegal wildlife trade—surveying open animal markets and online platforms to understand the poaching of wild cats. <i>Biodiversity</i>, 20(1), 58-61. Stoner, S. (2014). Tigers: exploring the threat from illegal online trade. <i>TRAFFIC Bulletin</i>, 26(1), 26-30. Outhwaite, W. (2018). The legal and illegal trade in African Lions. <i>TRAFFIC: Cambridge, UK</i>. <p><u>Primates (slow lorises) glamorized in viral videos</u></p>	WA#4

		<ul style="list-style-type: none"> Nekaris, B. K. A. I., Campbell, N., Coggins, T. G., Rode, E. J., & Nijman, V. (2013). Tickled to death: analysing public perceptions of ‘cute’ videos of threatened species (slow lorises–<i>Nycticebus</i> spp.) on Web 2.0 Sites. <i>PloS one</i>, 8(7), e69215. Parent, G. (2019). “I. Am. Crying. Of. The. Level. Of. Cuteness”: Representations and Reactions to the Illegal Slow Loris Pet Trade on Social Media. <p><u>Pangolins</u> as the most trafficked mammal and their digital trade in scales and meat</p> <ul style="list-style-type: none"> Cardoso, A. S., Bryukhova, S., Renna, F., Reino, L., Xu, C., Xiao, Z., ... & Vaz, A. S. (2023). Detecting wildlife trafficking in images from online platforms: A test case using deep learning with pangolin images. <i>Biological Conservation</i>, 279, 109905. Bryukhova, S. (2021). <i>The Dark Side of e Commerce: Tracking Illegal Trade of Pangolin Species on Social Media</i> (Master's thesis, Universidade do Porto (Portugal)). 	
Week 10 Choice 1	TBD	<p>Birds in the Cloud: Parrots, Owls, and Songbirds</p> <p><u>Parrot Trade</u> via Facebook, Instagram, and encrypted messaging</p> <ul style="list-style-type: none"> Nurbandi, W. (2022). Online illegal trade in highly endangered parrots in Indonesia. <i>Gaps in private sector enforcement. November</i>. Martin, R. O., Senni, C., & D'Cruze, N. C. (2018). Trade in wild-sourced African grey parrots: Insights via social media. <i>Global Ecology and Conservation</i>, 15, e00429. Pires, S. F., Olah, G., Nandika, D., Agustina, D., & Heinsohn, R. (2021). What drives the illegal parrot trade? Applying a criminological model to market and seizure data in Indonesia. <i>Biological Conservation</i>, 257, 109098. <p><u>The “Harry Potter Effect”</u> and the illegal trade in owls</p> <ul style="list-style-type: none"> Siriwat, P., Nekaris, K. A. I., & Nijman, V. (2020). Digital media and the modern-day pet trade: a test of the ‘Harry Potter effect’ and the owl trade in Thailand. <i>Endangered Species Research</i>, 41, 7-16. Megias, D. A., Anderson, S. C., Smith, R. J., & Veríssimo, D. (2017). Investigating the impact of media on demand for wildlife: A case study of Harry Potter and the UK trade in owls. <i>PloS one</i>, 12(10), e0182368. 	

		<p><u>Regional Songbird Trade online networks</u></p> <ul style="list-style-type: none"> Fink, C., Toivonen, T., Correia, R. A., & Di Minin, E. (2021). Mapping the online songbird trade in Indonesia. <i>Applied Geography</i>, 134, 102505. Siriwat, P., & Nijman, V. (2020). Wildlife trade shifts from brick-and-mortar markets to virtual marketplaces: A case study of birds of prey trade in Thailand. <i>Journal of Asia-Pacific Biodiversity</i>, 13(3), 454-461. Fiennes, S., Anasari, S. D., & Hardianto, N. (2023). TikTok facilitating songbird trade in Indonesia. <i>Oryx</i>, 57(4), 420-421. 	
Week 10 Choice 2	TBD	<p><u>Cold-Blooded Clicks: Reptiles, Amphibians, and Aquatic Species</u></p> <p><u>Turtles, Snakes, and Lizards in online exotic pet markets</u></p> <ul style="list-style-type: none"> Nijman, V., Ardiansyah, A., Langgeng, A., Hendrik, R., Hedger, K., Foreman, G., ... & Nekaris, K. A. I. (2022). Illegal wildlife trade in traditional markets, on Instagram and Facebook: Raptors as a case study. <i>Birds</i>, 3(1), 99-116. Sung, Y. H., Lee, W. H., Leung, F. K. W., & Fong, J. J. (2021). Prevalence of illegal turtle trade on social media and implications for wildlife trade monitoring. <i>Biological Conservation</i>, 261, 109245. Dominguez, I., Hindriks, M., Janssen, J., & van Uhm, D. (2024). Online Illegal Trade in Reptiles in the Netherlands. In <i>Criminal Justice, Wildlife Conservation and Animal Rights in the Anthropocene</i> (pp. 52-69). Bristol University Press. <p><u>Amphibians and live auctions on social platforms</u></p> <ul style="list-style-type: none"> Choquette, R. E., Angulo, A., Bishop, P. J., Phan, C. T., & Rowley, J. J. (2020). The internet-based Southeast Asia amphibian pet trade. <i>Traffic Bulletin</i>, 32(2), 69. Nehemy, I. K., Gomes, T. O., Paiva, F., Kubo, W. K., Almeida Júnior, J. E., Neves, N. F., & São Pedro, V. (2022). Herpeto-commerce: A look at the illegal online trade of amphibians and reptiles in Brazil. <i>Cuadernos de Herpetología</i>, 36. <p><u>Rare Tropical Fish and Coral Reef Species and illegal online aquaculture markets</u></p>	WA#5

		<ul style="list-style-type: none"> • Borges, A. K. M., Oliveira, T. P. R., Rosa, I. L., Braga-Pereira, F., Ramos, H. A. C., Rocha, L. A., & Alves, R. R. N. (2021). Caught in the (inter) net: online trade of ornamental fish in Brazil. <i>Biological Conservation</i>, 263, 109344. • Mazza, G., Aquiloni, L., Inghilesi, A. F., Giuliani, C., Lazzaro, L., Ferretti, G., ... & Tricarico, E. (2015). Aliens just a click away: the online aquarium trade in Italy. <i>Management of Biological Invasions</i>, 6, 253-261. • Pytka, J. M., Moore, A. B., & Heenan, A. (2023). Internet trade of a previously unknown wildlife product from a critically endangered marine fish. <i>Conservation Science and Practice</i>, 5(3), e12896. • Nijman, V. (2020). Illegal trade in Indonesia's National Rare Animal has moved online. <i>Oryx</i>, 54(1), 12-13. 	
PART IV: DIGITAL TOOLS FOR DETECTION AND ENFORCEMENT			
Week 11	TBD	<p>Understanding, Monitoring, and Analyzing Digital Footprints</p> <p><u>Big Data, Scraping, and Online Monitoring of illegal wildlife trade</u></p> <ul style="list-style-type: none"> • Stringham, O. C., Toomes, A., Kanishka, A. M., Mitchell, L., Heinrich, S., Ross, J. V., & Cassey, P. (2021). A guide to using the internet to monitor and quantify the wildlife trade. <i>Conservation Biology</i>, 35(4), 1130-1139. • Petrossian, G., Lang, J., von Ferber, J., Gondhali, U., Lieu, B., Bernstein, K., ... & Freire, J. Scaling the Web: Unraveling Online Reptile Leather Trade Networks with Machine Learning and Network Analysis. <i>Available at SSRN</i> 5332548. • Masters, S., Anthoos, B., Madesis, P., G. Saroja, S., Schermer, M., Gerritsen, W., ... & Gravendeel, B. (2022). Quantifying an online wildlife trade using a web crawler. <i>Biodiversity and Conservation</i>, 31(3), 855-869. <p><u>Online Databases and Dashboards for enforcement and research</u></p> <p>TRAFFIC: https://www.wildlifetracker.org/; GI-TOC-Ecosolve: https://www.ecosolve.eco/dashboard/; C4ADS: https://wildlifedashboard.c4ads.org/home/about/;</p>	DR³#1

³ DR=Data Analysis Report

		UNODC: Sherlock Caselaw Database on Crimes that Affect the Environment).	
Week 12	TBD	<p>Seeing the Unseen: AI, Image Recognition, and LLM</p> <p><u>Computer Vision and Large Language Models to detect species in online posts and for text mining of illegal listings</u></p> <ul style="list-style-type: none"> Barbosa, J. S., Gondhali, U., Petrossian, G., Sharma, K., Chakraborty, S., Jacquet, J., & Freire, J. (2025). A Cost-Effective LLM-based Approach to Identify Wildlife Trafficking in Online Marketplaces. <i>Proceedings of the ACM on Management of Data</i>, 3(3), 1-23. Kulkarni, R., & Di Minin, E. (2023). Towards automatic detection of wildlife trade using machine vision models. <i>Biological Conservation</i>, 279, 109924. Kumar, S. K. J. A. S., Kumar, R. K. S., & Ramachandran, R. R. C. (2023, August). Detection of illegal wildlife trade using machine learning. In <i>AIP Conference Proceedings</i> (Vol. 2790, No. 1, p. 020024). AIP Publishing LLC. Cardoso, A. S., Bryukhova, S., Renna, F., Reino, L., Xu, C., Xiao, Z., ... & Vaz, A. S. (2023). Detecting wildlife trafficking in images from online platforms: A test case using deep learning with pangolin images. <i>Biological Conservation</i>, 279, 109905. Xu, Q., Li, J., Cai, M., & Mackey, T. K. (2019). Use of machine learning to detect wildlife product promotion and sales on Twitter. <i>Frontiers in big Data</i>, 2, 28. 	DR#2
Week 13	TBD	<p>Digital Detectives, Digital Intelligence, and Strategies to Combat Wildlife Trafficking Online</p> <ul style="list-style-type: none"> Sonricker Hansen, A. L., Li, A., Joly, D., Mekaru, S., & Brownstein, J. S. (2012). Digital surveillance: a novel approach to monitoring the illegal wildlife trade. <i>PLoS One</i>, 7(12), e51156. Sirait, R. A., Damayanti, T., Hidayat, D. R., & Prastowo, F. A. A. (2018, November). Digital intelligence strategy in combatting wildlife trafficking. In <i>Journal of Physics: Conference Series</i> (Vol. 1114, No. 1, p. 012091). IOP Publishing. GI-TOC: Monitoring Online Illegal Wildlife Trade: https://globalinitiative.net/analysis/monitoring-online-illegal-wildlife-trade-insights-into-ivory-and-plants/?utm_source=chatgpt.com 	DR#3

		<ul style="list-style-type: none"> • ECOSOLVE- Using AI to Disrupt Global Wildlife Trafficking https://www.acamstoday.org/eco-solve-using-ai-to-disrupt-global-wildlife-trafficking/?utm_source=chatgpt.com 	
Week 14	TBD	<p>Ethical Challenges in Online Wildlife Trade Research</p> <p>Is using Digital Technologies to Detect Online Wildlife Trade Unethical?</p> <ul style="list-style-type: none"> • Morcatty, T. Q., Su, S., Siriwat, P., Andersson, A. A., Atoussi, S., Feddema, K., ... & Roberts, D. L. (2024). Navigating ethical challenges in online wildlife trade research. <i>Conservation Biology</i>, 38(5), e14341. • Stringham, O. C., Toomes, A., Kanishka, A. M., Mitchell, L., Heinrich, S., Ross, J. V., & Cassey, P. (2021). A guide to using the internet to monitor and quantify the wildlife trade. <i>Conservation Biology</i>, 35(4), 1130-1139. • Thompson, R. M., Hall, J., Morrison, C., Palmer, N. R., & Roberts, D. L. (2021). Ethics and governance for internet-based conservation science research. <i>Conservation Biology</i>, 35(6), 1747-1754. 	
Week 15	TBD	FINAL PRESENTATIONS OF DATA ANALYSIS REPORTS	DRP⁴

⁴ DRP=Data Analysis Report Presentation

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: October 27, 2025

1. Name of Department or Program: Security, Fire and Emergency Services

2. Contact information of proposer(s):

Name(s): Katherine Killoran, Associate Dean of Academic Programs

Email(s): kkilloran@jjay.cuny.edu

Phone number(s): 212-237-8263

3. Current number and title of course: **Bulk Request - All courses in the ESA, FIS, SEC and PMT course prefixes (both undergraduate and graduate level).**

4. Current course description: Varies

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 3

c. Current prerequisites: Varies

5. Describe the nature of the revision (what are you changing?): Courses in these prefixes are being moved from the PMGMT-JJC academic organization to either PM-JJC or LAW-JJC depending on which department they were moved to.

6. Rationale for the proposed change(s): The College Council approved the proposal to dissolve the Department of Security, Fire and Emergency Management (SFEM) on September 16, 2025. The faculty members were moved to three new departments: Law, Police Science and Criminal Justice Administration, Public Management, and in one case, Sociology as of August 2025. A proposal to move the academic programs associated with the SFEM department to the new departments/academic organizations is on the November 21st College Council agenda. This proposal now moves the courses in ESA, FIS, SEC and PMT to the appropriate new departments.

7. Text of proposed revisions (use N/C, No change, where appropriate):

- a. Revised course description: No change
- b. Revised course title: No change
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): No change
- d. Revised learning outcomes: No change
- e. Revised assignments and activities related to revised outcomes: No change
- f. Revised number of credits: No change
- g. Revised number of hours: No change
- h. Revised prerequisites: No change

i. Other: **The academic organizations are being changed as indicated below:**

Course Prefix	Subject Name	Old Academic Org	New Academic Org	New Department
ESA	Emergency Services Administration	PMMGT-JJC	PM-JJC	Public Management
FIS	Fire Science	PMMGT-JJC	PM-JJC	Public Management
PMT	Protection Management	PMMGT-JJC	PM-JJC	Public Management
SEC	Security Management	PMMGT-JJC	LAW-JJC	Law and Police Science

8. Enrollment in past semesters: Varies

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

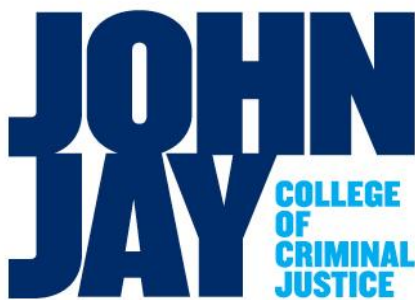
No ☒ Yes ☐ If yes, please indicate the area:

10. Does this change affect any other departments/programs?

☒ No ☐ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: N/A

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Andrew Sidman, Dean, Academic Programs



*Andrew H. Sidman, Ph.D.
Dean of Academic Programs
Professor of Political Science
524 West 59th Street
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212.237.8179*

TO: The Undergraduate Curriculum & Academic Standards Committee
The Committee on Graduate Studies

FROM: Andrew H. Sidman, Dean of Academic Programs

DATE: November 17, 2025

SUBJECT: Revisions to the Academic Integrity Policy

A handwritten signature in blue ink, appearing to be "AS", located to the right of the "FROM:" line.

Dear Committee Members:

Included with this memorandum, please find revisions to the college's Academic Integrity Policy. The college first revised this policy in spring 2025 to comply with changes to the university's policy. One major change the university made was to require the creation of an Academic Integrity Committee. This committee is tasked with fact-finding when students are accused of violating the policy and deny the accusation.

In our original revision, the college designated the College-Wide Grade Appeals Committee as the Academic Integrity Committee. That, however, has not been a workable solution given the existing responsibilities of that committee. The proposed revisions attached to this memorandum replace references to the College-Wide Grade Appeals Committee with "Academic Integrity Committee."

In the current academic year, fact-finding for alleged academic integrity violations will be done by a newly constituted, ad hoc Academic Integrity Committee. The committee will be chaired by the Dean of Academic Programs and consists of seven faculty members selected by the Faculty Senate. They are:

- Aftab Ahmad (MAT)
- Mustafa Demir (LPS)
- Christopher Herrmann (LPS)
- Brian Maule (LPS)
- Nikolaos Petropoulos (LPS)
- Jennifer Rosati (SCI)
- Marie Springer (PM)

A proposal will be made before the end of the academic year to create a permanent Academic Integrity Committee.

John Jay College of Criminal Justice

Academic Integrity Policy

This policy will replace all existing academic integrity policies at John Jay College. The following procedures are issued in accordance with the academic integrity policy adopted by the University Board of Trustees on June 27, 2022 (6.27.2022. No. 4.F.). Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Academic integrity is at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., “cheat”), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college’s accreditation and their own future prospects in jeopardy.

Definitions and Examples of Academic Dishonesty.

1.1 Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, artificial intelligence (AI) systems, or communication during an academic exercise. Examples of cheating include, but are not limited to:

- Copying from another person or from a generative AI system or allowing others to copy work submitted for credit or a grade. This includes uploading work or submitting class assignments or exams to third party platforms and websites beyond those assigned for the class, such as commercial homework aggregators, without the proper authorization of a professor. Any use of generative AI tools must be in line with the usage policy for specific assignments as defined in the course syllabus and/or communicated by the course instructor.
- Using artificial intelligence tools or systems, such as language models or code generators, to generate content for assignments or exams without written authorization from the instructor.
- Unauthorized collaboration on assignments or examinations.
- Taking an examination or completing an assignment for another person or asking or allowing someone else to take an examination or complete an assignment for you, including exams taken on a home computer.
- Submitting content generated by another person or an AI system or tool or other sources as solely your own work, including, but not limited to, material obtained in

whole or in part from commercial study or homework help websites, or content generated or altered by AI or digital paraphrasing tools without proper citation.

- Fabricating and/or falsifying data (in whole or in part).
- Giving assistance to acts of academic misconduct/dishonesty.
- Altering a response on a previously graded exam or assignment and then attempting to return it for more credit or a higher grade without permission from the instructor.
- Submitting substantial portions of a paper or assignment to more than one course for credit without permission from each instructor.
- Unauthorized use during an examination of notes, prepared answers, or any electronic devices such as cell phones, computers, smart watches, or other technologies to copy, retrieve, generate, or send information.

1.2. Plagiarism is the act of presenting another's ideas, research or writing, including computer generated content, as if it were your own. Examples of plagiarism include, but are not limited to:

- Copying another person's or an AI system's actual words or images without the use of quotation marks and /or using these without citations and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including:
 - Submitting downloaded term papers or parts of term papers;
 - Paraphrasing or copying information from the internet without citing the source;
 - "Cutting & pasting" from various sources without proper attribution;
 - Presenting computer-generated content as original to the student and without proper attribution
- Unauthorized use of AI-generated content; or use of AI-generated content, whether in whole or in part, even when paraphrased, without citing the AI as the source.

1.3. Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include but are not limited to:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.

- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

1.4. Falsification of Records and Official Documents

Examples of falsification include, but are not limited to:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document.
- Falsifying medical documentation that has a bearing on campus access or the excuse of absences or missed examinations and assignments.
- Presenting another student's academic records as one's own, including falsifying assignment submission data on the learning management system.

2. Promotion of the Academic Integrity Policy

2.1. The CUNY Policy on Academic Integrity and John Jay College's Policy are posted to John Jay College's website and linked in the Learning Management System. The link to the policy will be included on the John Jay College Model Syllabus.

2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity, John Jay College's Policy, and the consequences of not adhering to the Policy.

2.3. John Jay College shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. John Jay College shall make faculty aware of the availability of such services and faculty should inform students of their use.

3. Reporting and Record Keeping

3.1. The President of John Jay College shall appoint an Academic Integrity Officer in consultation with the Executive Council of the Faculty Senate. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty; this includes pre-filing, informal consultation with the faculty member. The Academic Integrity Officer should be an Academic Affairs official.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall first review the facts and circumstances of the suspected violation with the student and provide a preliminary opportunity for the student to respond. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall submit the Allegation of Academic Integrity Violation Report form (AAIVR) and supporting documentation to the Academic Integrity Officer, copying their Department Chair. Faculty are encouraged to report suspected violations as soon as possible. Allegations pertaining to spring or summer courses must be reported by the twenty-fifth day of the subsequent fall semester; allegations pertaining to the fall or winter courses must be reported by the twenty-fifth day of the subsequent spring semester. All instances of academic dishonesty that are reported to the Academic Integrity Officer shall be recorded for documentation and tracking purposes.

3.3. A faculty member who concludes that there has been an incident of academic dishonesty, but the resolution does not affect the student's final course grade may, but is not required to, report such incident on the AAIVR Form, copying their Department Chair.

3.4. The Academic Integrity Officer shall update the AAIVR Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer shall place the Form and all documentation relating to the allegation in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless they exonerate the student, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

4. Procedures for Investigation and Adjudication of Suspected Violations

4.1. Preliminary Review of Formal Reports

The Academic Integrity Officer shall review the report and supporting documentation for completeness. If the report indicates that the matter has been resolved, the Academic Integrity Officer will, by email, confirm receipt with the faculty member, copying the student. The report and supporting documentation will be placed in the student's confidential academic integrity file. If the report indicates that the student admits to the charge, but the matter is not resolved, the Academic Integrity Office shall encourage the faculty member to resolve the matter directly with the student. The faculty member may informally consult with the Academic Integrity Officer on an appropriate resolution. If the matter is not resolved and the report does not indicate student admission, the Academic Integrity Officer will refer the matter to the Academic Integrity College Grade Appeals Committee, copying the faculty member and the accused student on that communication.

4.2. Procedures in Cases Involving Academic Sanctions.

4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction.

If the student does not contest either their guilt or the resolution prior to preliminary review by the AIO, the faculty member will indicate this in the report as described in section 4.1. If, at any point after the preliminary review, the student admits to the violation and accepts the sanction, this will be reflected in the final case disposition letter. The Academic Integrity Officer shall update the applicable Faculty Report Form to reflect that resolution.

4.2.2 Student Admits to the Academic Dishonesty but Contests the Academic Sanction.

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence, consistent with the college's grade appeal procedures. Specifically, these are the same procedures governing all student appeals of final course grades. At the conclusion of deliberations of the relevant grade appeals committee, the decision regarding the final course grade will be communicated to the Academic Integrity Officer for inclusion on the Faculty Report Form.

4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made by the **Academic Integrity College Grade Appeals Committee**. ~~For the purposes of implementing CUNY policy, the College Wide Grade Appeals Committee is the college committee serving the functions of the Academic Integrity Committee,~~ "Committee" hereafter. The Academic Integrity Officer may not serve on the Committee. The Committee shall serve as the fact-finding body only in cases for which the student denies the accusation of academic dishonesty.

The Academic Integrity Officer will provide the Committee with access to the faculty report form and all supporting information collected during the preliminary review (the case file). The Committee shall provide students with a copy of the form submitted by the faculty member (the complaint). The Committee may include supporting information from the case file and/or submitted by the faculty member as appropriate. The Committee shall inform students and faculty of their right to appear before the committee. The Committee shall inform students of their right to present witness statements and to call witnesses to testify before the Committee. The Committee may request testimony or documents from the faculty member, student, or any witnesses to the alleged violation.

Students may respond to the complaint in writing, including supporting documents. Students may, at their request or at the request of the Committee, present their response at a meeting of the Committee. Any supporting documents must be provided to the Chair of the Committee at least one week prior to the student's appearance. Faculty may, at their

request or at the request of the Committee, present information supporting their accusation at a meeting of the Committee

Upon conclusion of the fact-finding process, the Committee shall issue a written decision and send a copy of the decision, and all documents and materials gathered as part of the investigation, to the Academic Integrity Officer. The Academic Integrity Officer shall promptly report the decision to the faculty member and student and file a record of the resolution in the student's confidential academic integrity file, unless, as explained in section 4.4, the suspected violation was held to be unfounded. Students found to have violated the academic integrity policy can request review of the decision by the Provost (or Provost's designee, provided the designee is not the Academic Integrity Officer or a member of the **Academic Integrity** ~~College Wide Grade Appeals~~ Committee). If at the conclusion of this process a change of final grade is needed, the faculty member shall then update the relevant grade(s), as appropriate. In the case of a grade of PEN, the Academic Integrity Officer shall request a change of final grade from the Office of the Registrar.

4.2.4. Student Does Not Respond to Allegation

If the faculty report indicates a lack of response from the accused student, the Academic Integrity Officer will acknowledge receipt of the report and supporting documentation, copying the accused student.

The accused student has 30 calendar days from the date of this attempted contact to respond to the Academic Integrity Officer. If the student does not reply during this time frame, the academic sanction proposed by the faculty member will apply.

4.3. Procedures in Cases Involving Disciplinary Sanctions.

4.3.1 Determining a Recommendation for Disciplinary Sanctions

When a student had admitted to a violation, when a reported accusation proceeds uncontested by the student, or when the **Academic Integrity** ~~College Wide Grade Appeals~~ Committee has determined a violation occurred, the Academic Integrity Officer shall determine if a disciplinary sanction should be recommended. In making this determination, the Academic Integrity Officer may consult with the faculty member who initiated the case, the accused student, other students, student affairs administrators, and academic affairs administrators as needed. When determining whether a disciplinary sanction is recommended, the Academic Integrity Officer shall also consult the student's confidential academic integrity file, if one exists, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY college and, if so, shall request and be given access to the academic integrity file, if any, at such other CUNY college.

The Academic Integrity Officer should recommend disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions may not be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to: forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; generating entire assignments or exam responses using AI language models or code generators without authorization; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. In making this determination, the Academic Integrity Officer should consider any mitigating circumstances, if present in the record or discovered by the **Academic Integrity** College-Wide Grade Appeals Committee through their fact-finding.

If the Academic Integrity Officer determines that disciplinary sanctions should be sought, the Academic Integrity Officer shall refer the case to the Dean of Students who shall determine whether the case can be resolved through mediation.

4.3.2 Adjudicating a Recommendation for Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty Student Disciplinary Committee.

If a determination is made to seek a disciplinary sanction before the process for determining an academic sanction is complete, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance using the PEN grade established for this purpose, pending the Committee's action. The PEN grade must be resolved to a letter grade by the end of the semester following the semester in which the PEN grade is given. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty Student Disciplinary Committee, the Committee shall issue a written decision and send a copy of the decision to the Academic Integrity Officer. The Academic Integrity Officer shall promptly report the decision to the faculty member and student and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4. Required Action in Cases of No Violation

If either the **Academic Integrity** ~~College Wide Grade Appeals~~ Committee or the Faculty Student Disciplinary Committee finds that no violation occurred, or if during the preliminary review the Academic Integrity Officer concludes there is insufficient evidence to proceed, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.